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ABSTRACT

The 107 California Community Colleges (CCC) are organized into 9 regions, each served by a regional Gender Equity/Single Parent Coordinator. The role of the coordinators is to improve communications and facilitate resource sharing among the colleges within their region in order to address the needs of and expand services provided to single parents and other nontraditional students. In addition, coordinators work with a task force of representatives from the region's colleges to identify in-service priorities to help vocational education personnel increase enrollment and retention of nontraditional and single parent students in vocational education. Between December 1990 and May 1991, the regional coordinators designed, promoted, conducted, and evaluated eight highly individualized workshops for vocational education instructors, administrators, counselors, and support services staff. Workshop topics included the following: recruitment of more women and single parents into vocational education programs; successful teaching strategies to promote gender equality; and defining equity. This report describes the planning and content of the workshops, and presents the results of workshop evaluations. In addition, the report reviews the roles and responsibilities of the coordinators and details the activities undertaken by the CCC in the appointment and training of coordinators. Appendixes provide a roster of colleges by region; regional coordinator meeting outcomes; regional meeting evaluations; workshop planning procedures; workshop evaluation summaries; and participant summaries. (PAA)

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GENDER EQUITY
1990 1991

REGIONAL GENDER EQUITY/SINGLE PARENT WORKSHOPS PROJECT

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Project Number 89-0669
November 26, 1990 - June 30, 1991

A report of regional organization of California community colleges for networking and resource sharing to promote gender equity and serve single parent students in Vocational Education and regional workshops planned, promoted and evaluated during 1990-91.

Funded by a VEA grant awarded to Mt. San Antonio College by the Chancellor's Office, California Community Colleges

JC 910 358

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GENDER EQUITY
1990 1991

REGIONAL GENDER EQUITY/SINGLE PARENT WORKSHOPS PROJECT

Project Number: 89-0669
November 26, 1990 - June 30, 1991

Sponsored By:
MT. SAN ANTONIO COLLEGE
in cooperation with the
Chancellor's Office
CALIFORNIA COMMUNITY COLLEGES

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This report is made pursuant to contract agreement number 89-0669. This project was supported by the Carl Perkins Vocational Education Act (Title II, Part A, Single Parent and Sex Equity), P.L. 98-524, funds administered by the Chancellor's Office, California Community Colleges

"The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred."

GENDER EQUITY

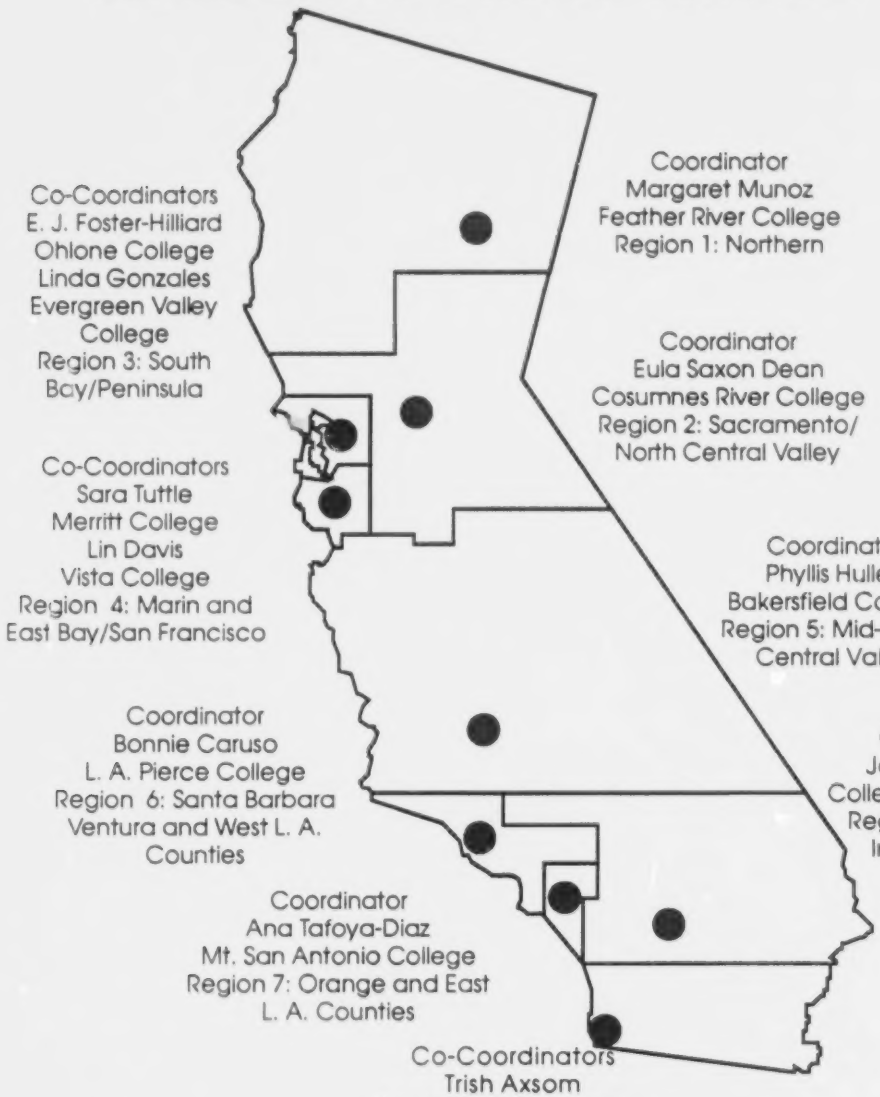
1990 1991

SPONSOR:
REGIONAL SEX EQUITY/SINGLE PARENT WORKSHOPS PROJECT
though a grant awarded to
MT. SAN ANTONIO COLLEGE
by the CHANCELLOR'S OFFICE,
CALIFORNIA COMMUNITY COLLEGES,
in cooperation with:
Bakersfield College, Cosumnes River College, College of the Desert, Evergreen Valley College, Feather River College, Los Angeles Pierce College, Merritt College, Mt. San Antonio College, Ohlone College, San Diego CCD, Southwestern College and Vista College.
Funded by Vocational Education Act Funds (Title II, Part A, Single Parent & Sex Equity).

Appreciation is expressed to the twelve Lead Colleges, the Regional Coordinators, Task Force members and many individual college Gender Equity and Single Parent Coordinators who were instrumental in the success of this project.

What was attained in a very short period of time (six months) was impressive and due to the inspirational leadership and commitment of these community college leaders.

GENDER EQUITY
SINGLE PARENT REGIONS



Co-Coordinators
E. J. Foster-Hilliard
Ohlone College
Linda Gonzales
Evergreen Valley College
Region 3: South Bay/Peninsula

Coordinator
Margaret Munoz
Feather River College
Region 1: Northern

Coordinator
Eula Saxon Dean
Cosumnes River College
Region 2: Sacramento/ North Central Valley

Co-Coordinators
Sara Tuttle
Merritt College
Lin Davis
Vista College
Region 4: Marin and East Bay/San Francisco

Coordinator
Phyllis Hullett
Bakersfield College
Region 5: Mid-State/ Central Valley

Coordinator
Bonnie Caruso
L. A. Pierce College
Region 6: Santa Barbara Ventura and West L. A. Counties

Coordinator
Josie Gallegos
College of the Desert
Region 8: Desert/ Inland Empire

Coordinator
Ana Tafoya-Diaz
Mt. San Antonio College
Region 7: Orange and East L. A. Counties

Co-Coordinators
Trish Axsom
Southwestern College
Karen Van Keuren
San Diego CCD
Region 9: San Diego

GENDER EQUITY
1990 1991

TABLE OF CONTENTS

Executive Summary 1
Objectives 2
Objectives, Outcomes, Measurement 3
Activities 16
Schedule of Major Activities 15
Summary Report of Regional Activities 18
Dissemination 25
Evaluation 25
Observations and Recommendations 26

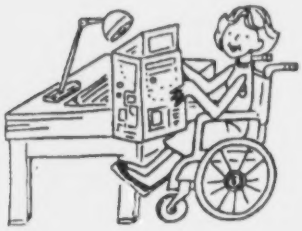
Appendixes

A Roster & List of Colleges By Region 30
B Regional Coordinators Responsibilities and Regional Meeting Outcomes 34
C Regional Meeting Evaluations 37
D Workshop Planning Procedures 39
E Workshop Abstracts and Reports 48
F Evaluation Summaries 59
G Participant Summaries 85
H Train the Trainer Workshop 108

Directory

GENDER EQUITY
1990 1991

Sample Regional Promotion



REGION SIX GENDER EQUITY
SPRING CONFERENCE

APRIL 30, 1991
9 A.M. TO 3 P.M.

PIERCE COLLEGE

Performing Arts Building

Conference Program

Opening Remarks:
Dr. Donald G. Phelps, Chancellor
Los Angeles Community College District

Keynote Speaker:
Dr. Carlos Cortez, Professor of History
University of California, Riverside
"Equity at the Crossroads"

Workshops:

Joan MacMaster, Professor of History
"Equity for all in the Classroom"

Sylvia Martin, Gender Equity Counselor
"Self Esteem in the Classroom"

Resource Center:
Pataricia Craig, Career Counselor
Nan Ramirez, Career Center Director
Vickie Van Tamelen Hall, Gender Equity Director, W.L.A.

Luncheon Served

Helena Hale
in
O' Keeffe
a one-woman play written by Terre Ouwehand

EXECUTIVE SUMMARY

The Regional Gender Equity/Single Parent Workshops Project, previously funded in 1989-90 and in 1988, provided a variety of activities in 1990-91. The priority objective was to increase the vitality and self-sufficiency of the regional organization designed to improve communications, networking and resource sharing among Gender Equity and Single Parent Coordinators. Based on experience gained throughout two previous projects, six regions were reorganized to facilitate operational refinement and equalize contact load. Nine regions were formed.

Crucial to this effort were Regional Coordinators and Lead Colleges for each region. Twelve Regional Coordinators were appointed. Three regions opted to have co-coordinators. Of the twelve, two had served as Regional Coordinators for 1989-90, one had been a Task Force member, one had been a local workshop planning committee member and one had hosted a workshop. From this limited reference of past regional experience, Regional Coordinators faced the almost insurmountable challenge of giving leadership to the formation and operational refinement of nine regions, planning and implementing regional activities focused on providing inservice workshops for vocational education administrators, instructors and counselors and providing on-campus emphasis to create awareness of single parent and non-traditional students. This major thrust was completed in an astonishingly short period of time, – December 1990 – May 1991. To support activities, each region was given a $1,200 stipend. Statewide coordination and support for all efforts was provided by project staff.

Nine highly individualized workshops were designed, promoted and scheduled; eight were completed and evaluated, one was cancelled because of low enrollments. These were scheduled around a concentrated two-week period, April 19 through May 3. Approximately 500 participants attended the workshops. 70% were from the target population. Local college emphasis on single parent/non-traditional students was enhanced through design and production of a colorful poster for placement in high visibility areas for vocational students, instructors and counselors. Nine posters were supplied to each of 107 colleges.

Although results were not as impressive as had been hoped, especially in relation to the impact of the statewide focus, they were significant. Colleges developed a stronger identity with their regions. Project staff and Regional Coordinators applied highly creative strategies and techniques to implement activities. In view of the short-five plus months of operation, accomplishments were exceptional. Regions should be prepared to function with increased self-sufficiency and effectiveness.

OBJECTIVES

1. Provide support to further develop the self-sufficiency and vitality of gender equity/single parent regional organization of 107 California community colleges to:
   - promote expanded communications, resource sharing and networking among Gender Equity and Single Parent Program/Services coordinators;
   - identify inservice priorities to help vocational education instructors, counselors and/or administrators increase enrollment and retention of nontraditional and single parent students in vocational education.

2. Plan and implement a community college statewide concentrated emphasis to increase visibility for nontraditional and single parent students in vocational education including:
   - local college activities, presentations, displays;
   - no less than seven regional workshops for 400 vocational education instructors, division/department chairpersons and/or administrators and career counselors.

3. Evaluate the effectiveness of regional activities and inservice workshops.

OBJECTIVES
OUTCOMES
MEASUREMENT

Objective 1: Provide support to further develop the self sufficiency and vitality of gender equity/single parent regional organizations.

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
Redefinition of regional boundaries to equalize Regional Coordinator contact load and based on; • experience gained through two previous projects. • local college recommendations.	Based on past experience and recommendations from regions during the 1989-90 project an organizational plan was developed to increase regions from six to nine with the following changes: • Bay Area Region - divide into two Regions: South Bay/Peninsula & Marin/East Bay/San Francisco. • South Coast Region - divide into two Regions: Santa Barbara/Ventura/ West Los Angeles Counties & Orange/ East Los Angeles Counties. • Desert/San Diego Region - divide into two Regions: Desert/Inland Empire & San Diego.
No less than 7 no more than 10 regions.	9 Regions were formed, colleges in each listed and the plan was presented to college Gender Equity (GEC) & Single Parent (SPC) Coordinators at the statewide conference at Asilomar, December 5-7, 1990.
Selection of Regional Coordinators & Lead Colleges.	12 Regional Coordinators were appointed (three regions opted to have co-coordinators) & their colleges designated as Lead Colleges. See **Appendix A** for Roster of Regional Coordinators and Project Staff.

ANTICIPATED OUTCOMES

Provision of a stipend of $1,000 to $1,500 to support regional operation.

An orientation and training meeting for Regional Coordinators.

Expanded regional identity and autonomy.

ACTUAL OUTCOMES

Regional Coordinators were provided with a $1,2000 stipend for regional operation.

Regional Coordinators met for orientation & briefing at Asilomar. See **Appendix B** for description of duties and regional meeting outcomes.

Regions identified more closely with the new clustering of colleges and regional boundaries. Some regions became very strong and effective.
Revised calendar shown below.

April

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
14	15	16	17	18	Orange/E. L.A. Counties Desert/Inland Empire San Diego 19	20
21	22	23	Marin/East Bay/San Francisco 24	25	26	27
28	29	Santa Barbara/ Venutra/West Los Angeles Counties 30				

May

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	Northern 2	Mid State / Central Valley North Valley 3	Train Trainer 4

OBJECTIVE 1: Promote expanded communications, resource sharing and networking among Gender Equity and Single Parent Program/Services coordinators.

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
A revised directory of colleges by region and GEC and SPC for each.	The GEC/SPC Directory was revised during the Asilomar statewide conference in December. As changes occurred during the year, the directory was updated. Coordinators were asked to revise the Directory at Regional Workshops. See back of this report for May 1991 Directory.
A representative Task Force to assist each region with strategic planning and project implementation.	Task Force members were identified by region during the Asilomar meeting. Regional Coordinators appointed additional members following the meeting. Task Force ownership for project activities was a variable, some were very active, some virtually nonfunctioning.
Colleges convened by region to initiate and plan future implementation.	Asilomar participants met by region, most developed an element of spontaneity and enthusiasm, and planned future activities.
An aggressive, strong communications/ resource vehicle for college GEC/SPC.	Regional buy-in, support and utilization by local college GEC/SPC varied. Some became highly committed and active, others were passive and participated in supporting no activities

OBJECTIVE 1: **Identify inservice priorities to help vocational education instructors, counselors and/or administrators increase enrollment and retention of nontraditional and single parent students in vocational education.**

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
An informational planning base developed from past projects and local input.	A data base of information was provided to Regional Coordinators including the 1989-90 project report to provide a history of past experience and suggestions of successful workshops which might be replicated. A Special Issue of TIME magazine, WOMEN: THE ROAD AHEAD was purchased for each Regional Coordinator.
Identification of inservice priorities for vocational education administrators, instructors and counselors. Regional Coordinators convened to finalize planning and establish a Master Calendar of events.	Inservice priority identification was initiated at Asilomar and refined during the January 23 meeting of Regional Coordinators. A Master Calendar of activities was established.

MEASUREMENT

Autonomy of regions was assessed on a continuing basis, progress reports submitted by Regional Coordinators were summarized and distributed. Regional Coordinators prepared a report of all activities, see Regional Report section of this report. The meetings by regions during the Asilomar statewide conference were evaluated by participants and received positive feedback. See **Appendix C**. Since the development of regional organization vitality and strength was a project priority to support future plans of the COCCC, this objective received major attention. The regional organization became the basis for funding of mini-grants for gender equity and single parent projects. Consequently, since these are to be awarded on a competitive basis, colleges were especially sensitive to their regional grouping. Colleges were given the opportunity at Asilomar to move to another region. The final change occurred in late March. The reorganization resulted in comparable numbers of colleges in most regions, thus equalizing the work load. Two notable exceptions were: Northern which because of geographical spread and concentration of colleges was smallest (seven colleges) and Orange /East Los Angeles Counties which remained the largest (19 colleges) because of college concentration in this highly populated area. Bay Area Region which was divided into two, did not gain the momentum which was hoped for but made progress in developing identity. Desert/San Diego gained strength of identity for the Desert colleges through splitting into the separate Desert/Inland Empire Region and alleviated some concerns of isolation from San Diego.

Provision of the $1,200 stipend for regional operation was preparatory to future autonomy for regions and provision of support funds through the RFA process. Of the nine regions, two returned a major portion of the stipend. Regional claims showed six utilized the funds to provide clerical and coordination support.

Time was the major deterrent to strengthening and refining regions. Recognizing that there was less than five months of operation (funding notification was received December 3, 1990; regional activities were completed by mid May, 1991) what was accomplished was astounding.

COMPARISON

Anticipated and Actual Outcomes compare favorably. Nine new regions were formed, they became operational and developed greater identity. Twelve Regional Coordinators and their Lead Colleges became recognized leaders for the regions. Task Force vitality and buy-in, as is noted in the Regional Reports, varied from region to region. Time was the greatest factor of influence in the development of Task Force effectiveness.

OBJECTIVE 2: **Plan and implement a community college statewide concentrated emphasis to increase visibility for nontraditional and single parent students in vocational education including:**

- **local college activities, presentations, displays;**
- **no less than seven regional workshops for 400 vocational education instructors, division/department chairpersons and/or administrators and career counselors.**

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
A two-week statewide focus on nontraditional and single parent student recruitment, enrollment and retention in vocational education including • On-campus emphasis.	A two week statewide focus was planned to run from April 19 - May 3, and to include: <u>On-campus emphasis:</u> As recommended by Regional Coordinators, a poster was designed and produced. 9 copies for each college were shipped to Regional Coordinators for distribution. Coordinators were to insert suggestions for implementation at the local level based on Task Force recommendations.
• No less than seven regional workshops serving 400 vocational education instructors, administrators and counselors.	<u>Regional workshops:</u> 9 individualized workshops were planned and promoted. 8 were completed, one was cancelled due to low enrollments. Workshops dates & locations were: • Friday, April 19 – Tustin, Highland Springs, San Diego • Wednesday, April 24 – Oakland • Thursday, April 25 – San Jose (cancelled due to low enrollments) • Friday, April 26 – Sacramento (subsequently rescheduled to May 3) • Tuesday, April 30 – Woodland Hills • Thursday, May 2 – Redding • Friday, May 3 – Bakersfield 469 not including panelists, presenters, hosts, partial attendees, participated in

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
	the workshops. It is estimated that in excess of 500 participated in all or part of the workshops. Based on those completing participant and evaluation forms, 70% or more of participants were from the target populations of vocational education administrators, division/department chairs, instructors and counselors at 5 workshops; 61.6% at one workshop. Two which were below 50% target population participation level (49.9%, 18.8%) included a high per cent of students. The highest level attained (96.8%) was at the San Diego workshop which utilized an Awards Program to recognize a vocational instructor from each college in the region as an incentive for building participation. Perhaps more significant was college representation: 68 (63.55%) of the 107 community colleges were represented.
Workshop content addressing common statewide and unique local inservice priorities. "Model" workshops which could be replicated in other regions and by local colleges.	Workshop content focused on unique local priorities and common statewide issues. Each workshop was highly individualized. Workshop Abstracts are shown as **Appendix E**. Keynote speakers were selected for their drawing power with target populations. Amanda Smith, a nationally recognized authority on the male/female cultures was featured at two workshops. One workshop utilized a popular presenter from the 1989-90 series. The replicability of workshops content was addressed.
Statewide and personalized local promotion.	Two-stage mailing was utilized for statewide promotion. These are included along with this report. The first, a postcard announcing dates and locations,

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
	was mailed the end of February. The second included details for those workshops for which they were available and the registration form. All materials featured the Gender Equity logo utilized by all projects for promotional materials.
Gender equity/single parent resource materials distributed on campus and through workshops.	Resource materials were designed and produced or purchased for distribution to participants. These included: a folder, note pads and pencils, the Impact card featured in the public relations kit developed by ETI and stationery for producing workshop Agendas in gray stock with magenta ink. Local planning groups assembled resources/reprints for insertion in the packets. Many workshops featured a resource table.

MEASUREMENT

Effectiveness of planning and implementing activities was assessed on the basis of deadlines met by regions, enrollment levels for workshops, observation of participant response at individual workshops and evaluations completed by participants, Regional Coordinators and presenters. These are discussed under Objective 3. Deadlines were not met by all regions which delayed the printing and distribution of the promotional/registration flyer. Local promotion was, in some regions, extremely aggressive, in others, passive. Past experience had shown that local one-on-one promotion is the most effective. This was obvious with large numbers of participants from some colleges to none, including the GEC/SPC from others. To succeed, each college must have an active workshop participation promoter on campus. The quality of all workshops was superior.

Enrollment levels were discussed with the appropriate Regional Coordinator, the project director and the project monitor to flag those which were threatened by cancellation. In some instances, it was possible to step up local promotion to increase attendance. One workshop, San Jose, was cancelled. With all workshops, registrations were slow and generally started building after the deadline. This was true for those which had the desired lead time of 6 to 8 weeks as well as those who had reduced time because of missed deadlines for presenter confirmations.

COMPARISON

Anticipated and Actual Outcomes compare favorably considering the massive effort which had to be mounted within a very concentrated period of time. The participation level was not commensurate with the investment of time, energy and resources. Nine workshops were designed which can be replicated at the local college or regional level. Colleges which tied workshops into flex days were able to increase enrollments.

Objective 3: Evaluate the effectiveness of regional activities and inservice workshops.

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
Design process of comprehensive evaluation to assess regional organization, local college promotion and workshops effectiveness including:	Regional Coordinators completed an evaluation and report form, most in concert with their Task Force/workshop planning committee assessing all components of regional activity and recommending future action. See Reports of Regional Activity section of this report.
• Regional Coordinator Report Form.	
• Workshop Abstract & Report for completion by Regional Coordinators and presenters.	Regional Coordinators and presenters completed a Workshop Abstract and Report Form which included an assessment of workshop effectiveness. These are synthesized by workshop and shown as **Appendix E**. All workshops received *Very Effective* ratings from all or some of the respondents. For six workshops, responses included *Somewhat Effective* as well.
• Workshop evaluation form and participant form to be completed by registrants.	Participants were provided an Evaluation Form and a Participant Form to complete prior to leaving the workshop. Response levels ranged from a low of 25% to a high of 96.3%. Half of the workshops realized a completion rate of 71.1% or better. The remaining four ranged between 25% and 51.6%. Benchmarks of effectiveness were four items on the evaluation form these are shown on Table I page 13.

ANTICIPATED OUTCOMES	ACTUAL OUTCOMES
	Evaluation Summaries by workshop are shown as **Appendix F.** Participant data are shown as **Appendix G.**
Synthesis and analysis of evaluation data to plan appropriate modification and change.	Following each workshop, evaluation and participant data were summarized and distributed to: Regional Coordinators, presenters and the project director and monitor. Indications of warranted improvement/modification were discussed with principles involved in planning subsequent workshops.
Distribution of evaluation summaries to Regional Coordinators, the project director and monitor and presenters.	

MEASUREMENT

All evaluation data was given careful consideration, discussed with the project director and monitor and appropriate Regional Coordinator. Workshop costs were also reviewed in relation to overall project performance and maximization of resources. As can be seen on Table I, participants gave exceptionally high ratings to *"met your objectives for attending"* and *"content was applicable to your college responsibilities."* Response to whether the content introduced techniques to help *"meet the needs of single parent students and promote gender equity"* ranged from 72.5 to 92.3% for single parent for all but one workshop. With the exception of the same workshop noted above, 80 to 93.8% *Excellent* or *Very Good* ratings were given promotion of gender equity. The Highland Springs workshop keynoter addressed issues of cultural plurality which was the recommendation of the Task Force. This accounts for the high per cent of *Not Applicable* response 24% for Single Parent and 20% *Adequate* rating for Gender Equity. Two other workshops included high per cent responses of *Not Applicable* for Single Parent: Bakersfield 19.4% and Cosumnes, 15.4%.

Regional Coordinator's Reports: Task Force effectiveness was rated Very Effective/Members Bought In by by five regions. The level of activity varied widely. Regional Workshops were judged Very Effective by seven regions. All eight of the completed workshops were very laudatory about the presenters. Seven indicated workshops were strongly replicable. Regional promotion was judged by a majority of regions to be disappointing. Local college emphasis was implemented by six regions, however, a majority of regions distributed the posters without implementation suggestions and at the workshop. There is no clear indication of the impact of local effort.

continued on page 14

Table I Response To Specific Evaluation Items

	Tustin	Highland Springs	San Diego	Oakland	Pierce	Redding	Bakersfield	Cosumnes
The workshop met your objectives for attending	84.6%	68.0%	93.5%	93.8%	95.0%	88.4%	80.6%	92.3%
Information presented was applicable to your college responsibilities	84.6%	80.0%	87.1%	84.4%	77.5%	80.8%	83.3%	80.8%
Techniques introduced helped you meet needs of Single Parents Students	92.3%	48.0% NA* 24.0%	80.7%	84.4%	72.5%	77.0%	75.0% NA* 19.4%	77.0% NA* 15.4%
Techniques introduced helped you meet needs to Promote Gender Equity	92.3%	52.0% 20.0% Adequate	93.5%	93.8%	80.0%	92.8%	86.1%	92.3%

* Not Applicable

MEASUREMENT ***continued from page 12***

As noted above in the discussion of Actual Outcomes, Workshop Abstract and Report assessment was *Very Effective* for all completed workshops and *Somewhat Effective* by some respondents.

For evaluation details see the Summary of Reports of Regional Activity section of this report and **Appendixes E and F.**

COMPARISON

Anticipated and Actual Outcomes compare favorably considering the time crunch. Regional planners are to be commended for achieving as much as they did in the extreme conditions of "crisis management". It worked to advantage for some regions to designate a Coordinator who had previously served, involve a "replacement" (co-coordinator) or select a former Task Force member. Those functioning for the first time with no prior background had a different set of challenges.

The concept of a "statewide focus" going on at the local and regional levels simultaneously could not be sufficiently developed in the short time span. Achievement was not what had been hoped for and there is little hard data to indicate local effectiveness. The anticipation was that individual college emphasis would generate campus-wide support for serving single parent students and promoting gender fairness through vocational education.

Participation of target populations is a continued challenge. Local promotion for awareness of the importance of these two populations needs ongoing attention. Inservicing by individual colleges through staff development activities is an important component which may have greatest impact. One workshop was videotaped for local use which has the potential for reaching a wider audience.

1990 - 1991 Revised Activities Scheduled to Reflect Late Funding

	Dec.	Jan.	Feb.	March	April	May	June
Regional Coordinators Meet, Asilomar	12/5						
G E Conference Participants Meet by Region	12/6						
Regional Task Force Members Confrimed Directory Revised Mail to Project Manager & Subcontractor	12/15						
Regional Planning Initiated, Planning Form completed		X					
Regional Coordinators Meet Southern California/Train the Trainer Workshop		X				X Central Cal.	
Task Forces Meet	X—	— — —	— — —	— — —	— — —	— -X	
Confirm local college & statewide activities /workshop		X					
Confirm workshop sites and presenters		X					
Design, produce & distribute workshop promotional mailers		X—	— -X	X			
Design and implement local college promotional activities			X				
Process workshop registrations				X—	— — —	— ·X	
Conduct statewide & local college workshops/activities					X—	— ·X	
Evaluate activities & project	X—	— — —	— — —	— — —	— — —	— — —	— ·X
Prepare progress & final reports			X			X	X

MAJOR ACTIVITIES

PRIOR TO FUNDING NOTIFICATION

- Project Director and Subcontractor consulted on potential Regional Coordinators and Lead Colleges based on 1989-90 recommendations and commitments and on plans for orientation /training of Regional Coordinators and regional meetings during the Asilomar statewide gender equity conference.

- Materials for Asilomar regional meetings and presentation developed and produced.

- Project staff planned project conduct, time lines and strategies for reduced operational period.

AFTER FUNDING

- Oriented and trained Regional Coordinators for their role and expected outcomes for regional meetings at Asilomar. **(See Appendix B)**
- Conducted regional meetings of participants, gained agreement on new regional groupings of colleges. Assessed progress of regional planning with coordinators, Scheduled January meeting and established deadlines.
- Prepared Regional Coordinator meeting Agenda, meeting outcomes, procedural materials and claim form for stipend. See procedures **Appendix D.**
- Held meeting on Wednesday, January 23 to finalize plans for regional emphasis including workshop dates, locations, theme and presenters and local college materials.
- Provided Regional Coordinators with $1,200 stipend for regional operation in accord with Lead College policy.
- Developed and distributed the first stage mailer announcing workshop dates and locations.
- Designed and ordered materials for workshops including: Gender Equity folder, Impact card, note pads and pencils and Masthead stationery.
- Designed poster for local college emphasis. After approval by project director and project monitor, produced and shipped nine per/college to Regional Coordinators for distribution and local implementation guidelines.
- Followed-up with Regional Coordinators to get Workshop Planning Forms/information completed to produce statewide promotional/registration brochure.
- Mailed brochures statewide to 107 colleges/71 districts including: presidents; vocational, instructional and student services deans; GEC; SPC; academic senate presidents and staff development officers; the COCCC, California Community College Administrators of Occupational Education Regional Vice Presidents and other key individuals and at workshops and other meetings. Bulk shipped 100

copies of brochures with two sample cover memos to Regional Coordinators for promotional use in the region.

- Shipped folders,Impact cards, note pads and pencils to Regional Coordinators for stuffing and distribution at workshops.
- Confirmed meeting site arrangements, menus, audio visual requirements with identified sites. Negotiated contracts.
- Confirmed arrangements with workshop presenters including: date, time and location for presentation; content focus if provided by Regional Coordinator; honoraria and travel expenses and project requirements,i.e. Workshop Presenter Guidelines, Presenter's Planning Form, Expense Claims, Report & Abstract.
- Maintained continuous contact with Regional Coordinators summarizing significant information and distributing to all regions.
- Processed registrations and fees. Mailed workshop confirmations/receipts with site maps. Kept project director, monitor and coordinators informed about registration numbers. Processed and mailed registration lists and speaker biographical information to workshop principals. Cancelled San Jose workshop because of low enrollments.
- Produced workshop draft Agendas, mailed to Regional Coordinators for approval. Produced final Agendas, Evaluation Forms, Participant Forms and name tags for distribution at workshops.
- Provided on-site assistance at workshops, including registration, site negotiation and logistical arrangements. Paid site contract billing. Project staff assisted at six of eight workshops. The project director covered one of the workshops the day on which three were scheduled.
- Tabulated and summarized workshop evaluations, participant forms and costs and distributed to Regional Coordinators, project director and project monitor.
- Sent follow-up letters to presenters with evaluation and participant summaries and travel and honoraria checks.
- Arranged Regional Coordinator's evaluation meeting and Train the Trainer workshop with Amanda Smith. The latter was an add-on activity designed to take advantage of travel costs for the workshop leader and was scheduled after consulting with the project director and monitor. The Train the Trainer concept was consistent with future plans of the COCCC: to train GEC and SPC to become more expert in inservicing their own college staff in effective strategies and techniques for achieving gender fairness. See **Appendix H** for summarizing notes and Abstract.
- Design and gain approval from the project monitor for a recognition certificate for Regional Coordinators. Produce certificates and ship with frames to the COCCC for presentation at the 1992 statewide Gender Equity Conference.
- Process and summarize regional reports and claims.
- Throughout, maintain close and continued contact with the project director and monitor and with the Regional Coordinators. Respond to specific requests for assistance.

Summary of Report of Regional Activity

Regional Coordinators from each of the Nine Regions were asked to complete a report form evaluating success/effectiveness of regional activity. Reports were received from all nine regions. The following is a summary of those reports.

1. Regional Task Force

1.1 Effectiveness of Regional Task Force
- 5 (55.6%) Very/Members Bought In
- 1 (11.1%) Medium
- 2 (22.2%) Marginal/Little Involvement
- 1 (11.1%) Not Effective Participation

1.2 Strategies/techniques utilized to involve Task Force
- We tried a conference call, but gave up. I stayed in contact by phone, many memos, and visited a few colleges.
- Assigned members specific tasks and made periodic checks for progress.
- Formed Task Force, members were asked to recruit speaker, panelists, and to encourage co-workers to attend workshop.
- Three enthusiastic members were recruited at Asilomar. Despite a lot of phone work, it was hard to recruit non-Asilomar people. Asilomar people were definitely willing to go the extra mile.
- (2) meeting in Fresno.
- Frequent updates on plans, meetings scheduled a month in advance, minutes of meetings, extra copies of announcement, etc.
- We had a regional meeting in October 1990 to bring region together for networking and to discuss GE/SP workshop. This was very well attended and from this meeting task force was formed. Ten people were selected.
- Conducted planning and follow up meeting at Sizzler Restaurant located in a geographic location that required the Coordinator's travel and easier accessibility to Task Force members.
- Monthly – weekly format meetings; meeting summary sent to all members; division of tasks among members.

1.3 Recommendations to Improve Future Task Force Involvement/ Participation
- Make as many decisions as possible at our statewide meeting.
- Due to travel expenses and time, it may be profitable to involve members from colleges in close proximity.
- Additionally, commit to bringing "x" number of people from each campus plus extend invitation to businesses in local communities. Encourage pre-registration on each campus as well as phone in of late registration with money in hand. Special fee base or waivers for students. Consider

workshop on college campus.

- Do most of our planning at Asilomar. Allot more time and more preferred time at Asilomar. Our personal connecting and coordinating is beginning to pay off, and the conference helped us build team work.
- It is really difficult to involve members from areas many miles away. Bakersfield to Hartnell, etc. I think the person who decides to coordinate the conference in a region such as Region V needs to take the responsibility and simply keep the Task Force informed.
- Visits to campuses of each task force member, to network and encourage participation would be effective, but time-costly.
- Begin early again and involve people who did not serve on task force before. Get new people involved in more regional meetings to network. Utilize "California Connections" more.
- Adequate planning time.
- We have a very involved group – extra pay would help some members be more involved.
- Apathy for this conference topic is great. There is still a great deal of resistance among vocational education faculty in positively responding to this subject.
- Most college GE reps felt they invested more time working on this event than the payoff it provided. Many thought their limited time is better spent on local campus activities.
- Reconsider the commitment to this project (especially because of the additional work required of everyone in the future with grant writing and monitoring). Is this the best use of our resources?
- Each area should develop their own timeline, publicity efforts and list of specific needs. We also need more advance planning time than the few months that were allotted right after Asilomar.
- Payment to regional coordinator. We estimated that it took approximately 6 hours per week on that person's part.

2. **Regional Workshop**

7 (77.8%) Very Effective
1 (11.1%) Medium
1 (11.1%) A Disaster/It was cancelled

2.1 Effectiveness of Regional Workshop

- I feel it was effective, many that attended work with single parents. The skills that were taught can be passed on to our students and colleagues.
- Attendance of administrators and instructors was low. This was due partly because of the staff development workshops.
- Almost none of us, except Contra Costa College, could get Vocational Ed. instructors to come, so we opened the conference to a wider audience and included nontraditional students – they were really hungry for this information and inspiration. We had excellent focus on NT work, and 2

speakers discussed single parent issues.

- Approximately 70-plus individuals attended. My goal was to set an acceptable tone for Gender Equity on this campus and in this region.
- The people that attended were enthusiastic and many had favorable comments, but these are the people who understand many of the issues already.
- Very Effective because of focus on industry and education and on the non-traditional/single parent students. Disappointing because little representation from regional colleges outside Orange County did not have the vocational instructors in audience. Did not have GE coordinators at our regional workshop.
- The only colleges not sending representatives were Barstow and Palo Verde. Eight colleges from the region were represented. Participants included administrators, dept./div. chairs, instructors, counselors, Gender Equity Coordinators, Job Placement Specialist and Secretary/Occupational Education.
- Excellent representation, but attendance was very low.

2.2 Speaker/Content

8 (88.9%) On Target/Good Balance

1 (11.1%) No Response (workshop was cancelled)

2.3 Replicability of Workshop

7 (77.8%) Content Flowed/Worked Well/Could Be Replicated

1 (11.1%) Could Be Replicated/Modifications Recommended

1 (11.1%) No Response (workshop was cancelled)

COMMENTS:

- Amanda Smith can speak for long periods of time without notes. She doesn't wander off to other topics – she flows.
- All presenters far exceeded their billing.
- Very effective format of panel followed by two round robins of table-size discussion and information sharing. Keynote speaker after lunch pulled the conference together with a larger perspective on equity and diversity. Short and sweet! 4 hours!
- I would recommend a full day with the keynote speaker, Amanda Smith. It seemed extraneous to add other themes when her presentation needed a full commitment of available time.
- Anything can be improved. I would "mix" the male/female presenters and get more detailed information about all presenters' speeches ahead of time and strongly encourage practice in the room they will be using.
- Welcoming speaker, keynote and student panel worked out very well. I would do it again. Teacher panel not as effective, nor was luncheon speaker.

We would need to really be aware of instructors and their content. Need to be very specific (I don't know how) on content of speaker information.

- The morning workshop theme: "Changing Technology and its Implications for Training in Business and Industry" could be replicated by other regions if they identified key persons in the medical field, business/office technologies, trades, and nontraditional occupations in their service area. The afternoon session (keynoter Jane Patton, "Cultural Pluralism") could be considered as a statewide presentation.
- Variety – professional keynote – instructors – students were all on the agenda. Keep the program fast moving and interesting.
- Back-up P.A. system should be a must for future events. The inadequate microphone hampered audience back rows from hearing the entire program well. (Region IX)
- We needed more involvement at the resource table. It was under-utilized.
- Hand-outs on some of the teaching strategies would have been a good idea.
- The folders were very attractive. Note pads, pencils and impact sheet were excellent additions.
- Water bottles as a give-away was a good idea. Everyone like them.

2.4 Regional Promotion

2 (22.2%) Very Effective
2 (22.2%) Fairly Effective
4 (44.5%) Disappointing
1 (11.1%) Didn't Work

COMMENTS:

- I drove to different campuses to promote the workshop and received promises to attend. Next time I would make my own posters and flyers and deliver them – perhaps attend staff meetings and invite people to attend.
- We were very pleased with the support provided by the administrators of this project.
- Sent memos with registration form to each GE coordinator in region to personally promote workshop. Called each coordinator to further encourage their participation.
- Lot of phone calls and they were the most effective. Also we created a long personal letter asking for everyone's help in building this conference and recruiting participants.
- We traveled to Fresno twice for meetings. However, with the distances involved, it is almost impossible to ask assistance from other coordinators. They were willing but the potential was weak!
- I can flood a campus with information if I'm on it. It depends on how much determination and time other GEC people have, as to what they can do on their campuses.
- Both good and bad. Initial announcement and letter to college presidents went out early. Date also set early at Asilomar so GE coordinators were

well aware. Feedback on brochure – it was not clear, came out too late, content not attractive, came out during spring break, not enough time.

- A regional flyer was prepared for dissemination when materials from the state were very, very late in arriving. The state flyers were a little misleading in their advertisement for the region. The overall topic was too general.
- Timing was BAD. Regions need to take more or all responsibility for publicity.
- Registration information not received early enough to properly advertise on campus. Material received April 8th during Spring break but after Easter.
- Flyer didn't give enough information about individual regions. Special memo was sent from Regional Coordinators with extra registration forms.
- Flyer didn't list title of workshops, didn't list panel or panelists for Region III. Flyers were not received with enough time to be distributed to people not on the original mailing list and have time to get reservations into southern California.
- For April workshops, master mailing should be done in early March so as not to interfere with any holidays. For Regions that don't have all information in by press time, they will have incomplete listings on program. Contact person/phone numbers should be listed for reach region. Information should be included for late registration and how it can be handled. One or two regions should not hold up the whole process. Maybe they should do their own mailing if it gets to be a problem.
- The publicity was too late to effectively get large numbers of faculty out for this event.
- More local publicity needs to be done: i.e. radio spots, newspaper and/or newsletter articles, earlier and more frequent flyer distributions (with local GE reps name on it for follow up). Use posters for promotion.
- Publicity needs to go out earlier to campus GE reps so that they know how to recruit at their district level.

2.5 Unique ingredients of Workshop content/promotion/implementation

- Amanda's openness and candor.
- Flyers, invitations and personal telephone calling.
- Panel of five women; dynamite role models of change, courage, goal-setting. Sexual harassment round robin presentation – GEC's and students appreciated this information. Eula Dean – very moving speech. Overall spirit of support, inspiration and encouragement.
- I did attempt to update the Regional Coordinators on a regular basis. I also personalized the letters of conference invitation/announcement.
- We attempted to present solid material based on good research, a well-known speaker and a visual/theatrical finale to close the day. We wanted food for thought, a good lunch, and a creative repast.
- We took our conference out to an industry site so we could be consistent in

our focus on industry/education.

- Distributed the poster to all gender equity coordinators in the region, sent copy of enclosed flyer, sent them the little postcards, called them and sent them memos and letters.
- Variety of task force and therefore the variety of speakers at the workshop.

3. **Local College Emphasis/Visibility for Nontraditional/Single Parent Students**

3.1 Planned Local College Emphasis/Focus

6 (66.7%) Implemented (range included 7, 30, 50 (2), 80 and 90 percent implementation)

1 (11.1%) Neglected/Nothing done

2 (22.2%) No Response

3.2 Nine posters were provided for each college in each region. How were these utilized by colleges in your region? Please describe any innovative activities implemented by colleges to develop visibility for nontraditional/single parent students during this high-intensity period.

- They were delivered to each campus. Only one campus stated that they liked them. I have no idea how they are being utilized.
- Used for bulletin board displays and taken out for recruiting workshops.
- Articles in school publications.
- Gender Equity Coordinators personally put posters up or took them to vocational ed. departments, who posted them.
- Utilized posters in EOPS and Reentry Center. Also highlighted our SPACE Program (Single Parent Adults Choosing Education) during this period.
- I have not had reports back about this as yet. The posters were given out at the conference.
- Posters were made available at GE/SP workshop. They were to be posted in high visibility areas.
- All posters were mailed to each college in the region. Posters were posted on bulletin boards throughout the campus.
- Posters were available at the workshop (on the resource table).

4. **Future Directions**

A primary focus for this year's project was to develop greater autonomy/self sufficiency among the Nine Regions. If you were training your replacement today, what key suggestions would you make?

- I would show my replacement the Amanda Smith tape to give this person an understanding of Gender Equity.

- Be willing to take the lead and help instructors in getting the information to recruit new students.
- Encourage class participation from Vocational Ed. instructors. Scholarships or waivers for student participation. Locate workshop on college campus

to encourage in-house participation.

- Think of creative ways to get vocational ed. instructors to attend. Have conference be part of Staff Development Days. Find some way to have them NOT pay $15 fee – unfortunately it is a big restraining force for them. Do a Fall conference to impact rest of school year.
- Devise quarterly meetings with the Region V Coordinators. Meet at various locations until all programs have exposure (Merced, Fresno, Hartnell).
- Start early, work late, ask energetic-supportive people to be on task force. Be creative and stand by your values.
- Start early. Recommend task force members who were helpful and ask them for input. Recommend that more vocational instructors get involved in planning. Get the replacement to be a vocational ed. instructor.
- Unless enough time is given to plan and implement the workshop don't accept the responsibility. Utilize the strategies and methods of communication developed by me for the region. Another suggestion would be to develop local flyers and advertising techniques that work best on their campuses.
- Start publicity very early – follow up with phone calls and stress local college.
- There needs to be better communication on the areas of responsibility between statewide and local needs.

DISSEMINATION

Project design relied heavily on close and continued communication between the Regional Coordinator, Task Force members and GEC/SPC at each college in the region. Local college coordinators were a conduit for information about project activities in general, the workshops specifically and resources available within the region. Statewide communication was maintained through summarizing Regional Coordinator's progress reports and distributing to all regions. Regional Coordinators distributed materials and memos developed locally to their counterparts in other regions. In some instances, these were significant. The Redding workshop was videotaped for use by colleges in the region and on request through other Regional Coordinators.

Statewide distribution of promotional materials went to 107 community colleges/ 71 districts: presidents; deans of instruction, vocational education and student services; GEC/SPC; academic senate presidents and staff development officers. Posters promoting equity in vocational education were produced in quantities of nine per college and distributed through the Regional Coordinator.

Regional information was provided to CALIFORNIA CONNECTIONS, the gender equity newsletter. Regional Coordinators were encouraged to submit news from their area to the editor.

The final report will be sent to twelve Regional Coordinators, the COCCC, project principals and ERIC. Sufficient quantities were produced to provide 1991-92 Regional Coordinators with a copy for orientation and background.

EVALUATION

Evaluation was comprehensive and ongoing. The project director and monitor and Regional Coordinators in concert with project staff were key to formative evaluation and rapid response to conditions which necessitated project modification and review. Regionally, the coordinators worked closely with Task Force members and other local planners to evaluate activities as they took shape. The coordinators discussed problems as they arose with the staff so decisions could be made and changes initiated.

Workshop participants completed an evaluation and a participant form. Evaluation and participant data by workshop are shown as **Appendix F and G**. Regional Coordinators and presenters completed a Workshop Abstract and Report Form which included the respondent's assessment of workshop effectiveness. Synthesized Abstracts by workshop are shown as **Appendix E.**

Regional Coordinators completed a report of regional activity which addressed major components of the project and future recommendations. A summary is included in a separate section of this report. See page18. Coordinators were convened to evaluate the project in May. Those unable to attend provided their comments in advance of the meeting.

All evaluation data was carefully reviewed and analyzed and utilized to guide future project activities and direction. In reviewing the project, it was essential to give appropriate recognition to the priority goal of increasing the vitality and self-sufficiency of the regions. It was sometimes difficult for the many individuals who were key project players to keep this in perspective. The pressure of the regional workshops tended to take over and assume a position of prominence.

OBSERVATIONS & RECOMMENDATIONS

- Through the gender equity and single parent mini-grant competitive process, the regional structure should become increasingly more important. The base operation of initially six and now nine regions provides the impetus for regional growth and strength. Regional autonomy, resource sharing and networking should be fostered and supported.
- The concept of a statewide focus during a concentrated period on gender equity and single parent students merits further development and attention with more emphasis being directed toward individual college activities and resources available to support that effort.
- Convening participants by region at the statewide Gender Equity Conference should be continued to provide support and identity for the regional organization. A planned presentation seems essential to the effectiveness as was demonstrated through positive evaluation in 1990 as compared with negative reaction in 1989 when no staff from the previous project were in attendance.
- Regions have developed enough strength and local vitality to operate activities regionally without relying on project staff to carry as extensive a work load as has characterized past projects. Three years of growth and development has lead to a stronger regional identity and the emergence of leadership. It is essential, however, that resources be allocated to support the regional operation and activities. It is also important that some coordination, policy determination and priority setting come from the state level, possibly from the COCCC or from the Statewide Advisory Committee.
- Regional workshops focused on helping vocational education professionals serve single parent students and promote equity should not be offered annually. Variety needs to be introduced in the presentation and packaging, e.g. local college workshops tied in with flex days, a teleconference, north/south conferences, Train the Trainer workshops to develop greater GEC/SPC skill in becoming a strong

advocate/college resource, expanded use of the statewide Asilomar conference as a vehicle for reaching more vocational professionals.

- Maintaining a current Gender Equity/Single Parent Directory is virtually impossible. Revisions were made constantly, change seems to be inherent with the positions which may be indicative of a low priority at many colleges/districts.
- Most critical of all is the need for a sufficient time to fully develop and implement all activities. The extremely short time for the 1990-91 project resulted in crisis management. There was no slack time to compensate for missed deadlines. Although it is human nature to look for someone to blame, the achievements were phenomenal in view of the tight time line. Regional Coordinators were either part-time or full-time and impacted with excessive competition for their attention. Not all regions utilized their stipend to buy coordination and clerical time to implement activities. The subcontractor, charged with implementation responsibility was built into the project at 24% FTE. The project required many more hours than were available. Continuous or multiple year funding for Gender Equity/Single Parent Regions would contribute stability and strength for the regions and improved resources for local GEC/SPCs.

GENDER EQUITY

The

Chancellor's Office

California Community Colleges

Recognizes

for

Significant and Exemplary Accomplishments

Toward Creating an Equitable Educational Environment

for

Students and Staff in Vocational Education

Nancy Davenport, Specialist
Civil Rights/Gender Equity

CALIFORNIA COMMUNITY COLLEGES

APPENDIXES

Appendixes

A Roster & List of Colleges By Region 30

B Regional Coordinators Responsibilities and Regional Meeting Outcomes 34

C Regional Meeting Evaluations 37

D Workshop Planning Procedures 39

E Workshop Abstracts and Reports 48

F Evaluation Summaries 59

G Participant Summaries 85

H Train the Trainer Workshop 108

APPENDIX A

REGION 1 - NORTHERN
MARGARET MUNOZ, GEC
FEATHER RIVER COLLEGE
P.O. BOX 1110
QUINCY, CA 95971
(916) 283-0202

REGION 2 - SACRAMENTO/NORTH CENTRAL VALLEY
EULA SAXON DEAN, GEC
COSUMNES RIVER COLLEGE
8401 CENTER PARKWAY
SACRAMENTO, CA 95823
(916) 688-7325

REGION 3 - SOUTH BAY/PENINSULA
LINDA GONZALES
REENTRY COUNSELOR
EVERGREEN VALLEY COLLEGE
3095 YERBA BUENA RD.
SAN JOSE, CA 95135
(408) 274-7900 X6811

E. J. FOSTER-HILLIARD, GEC
OHLONE COLLEGE
43600 MISSION BLVD.
FREMONT, CA 94539
(415) 659-6134

REGION 4 - MARIN AND EAST BAY/SAN FRANCISCO
LIN DAVIS
GENDER EQUITY COORDINATOR
VISTA COLLEGE
2020 MILVIA STREET
BERKELY, CA 94704
(415) 841-8431

SARA TUTTLE, GEC
MERRITT COLLEGE
12500 CAMPUS DR.
OAKLAND, CA 94619
(415) 436-2450

REGION 5 - MID-STATE/CENTRAL VALLEY
PHYLLIS HULLETT, GEC
BAKERSFIELD COLLEGE
1801 PANORAMA DR.
BAKERSFIELD, CA 93305
(805) 395-4339

REGION 6 - SANTA BARBARA, VENTURA AND WEST L. A. COUNTY
BONNIE CARUSO, GEC
LOS ANGELES PIERCE COLLEGE
6201 WINNETKA AVE.
WOODLAND HILLS, CA 91371
(818) 719-6453

REGION 7 - ORANGE AND EAST LOS ANGELES COUNTY
ANNA TAFOYA-DIAZ
VOC. OUTREACH SPECIALIST
MT. SAN ANTONIO COLLEGE
1100 N. GRAND AVE.
WALNUT, CA 91789
(714) 594-5611 X4513

REGION 8 - DESERT/INLAND EMPIRE
JOSIE GALLEGOS, GEC
DESERT, COLLEGE OF THE
43-500 MONTEREY AVE.
PALM DESERT, CA 92260
(619) 773-2508

REGION 9 - SAN DIEGO
KAREN VAN KEUREN
SP/HOMEMAKER RES.
SAN DIEGO CCD CONT. ED.
5350 UNIVERSITY AVE.
SAN DIEGO, CA 92105
(619) 230-2152

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900 OTAY LAKES RD.
CHULA VISTA, CA 92010
(619) 421-6700 X319

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671 CHAPARRAL ROAD
SIERRA MADRE, CA 91024
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REGIONAL COORDINATORS AND COLLEGES

Region 1- Northern (7)

Feather River - Margaret Munoz, Coordinator - (916) 283-0202

Butte College
Feather River College
Lassen College
Mendocino College
College of the Redwoods
Shasta College
College of the Siskiyous

Region 2 - Sacramento/North Central Valley (12)

Cosumnes River - Eula Saxon Dean - Coordinator - (916) 688-7325

American River College
Columbia College
Cosumnes River College
Lake Tahoe Community College
Modesto Junior College
Napa Valley College
Sacramento City College
San Joaquin Delta College
Santa Rosa Junior College
Sierra College
Solano College
Yuba College

Region 3 - South Bay/Peninsula (12)

Ohlone College - E. J. Foster-Hilliard - Co-Coordinator - (415) 659-6134
Evergreen Valley College - Linda Gonzalez - Co-Coordinator - (408) 274-7900 x6811

Cabrillo College
Canada College
DeAnza College
Evergreen Valley College
Foothill College
Mission College
Monterey Peninsula College
Ohlone College
San Jose City College
College of San Mateo
Skyline College
West Valley College

Region 4 Marin and East Bay/San Francisco (11)

Merritt College - Sara Tuttle - Co-Coordinator - (415) 436-2450
Vista College - Lin Davis - Co-Coordinator - (415) 841-8431

College of Alameda
Chabot College
Contra Costa College
Diablo Valley College
Laney College
Las Positas College
Los Medanos College
Marin Community College
Merritt College
San Francisco City College
Vista College

Region 5 - Mid-State/Central Valley (13)

Bakersfield College - Phyllis Hullett - Coordinator - (805) 395-4339

Allan Hancock College
Bakersfield College
Cerro Coso Community College
Cuesta College
Fresno City College
Gavilan College
Hartnell College
Kings River Community College
Merced College
Porterville College
College of the Sequoias
Taft College
West Hills College

Region 6 Santa Barbara, Ventura and West L. A. County (13)

Los Angeles Pierce College - Bonnie Caruso - Coordinator - (818) 719-6453

College of the Canyons
Los Angeles Harbor College
Los Angeles Mission College
Los Angeles Pierce College
Los Angeles Southwest College
Los Angeles Trade-Technical College
Los Angeles Valley College
Moorpark College
Oxnard College
Santa Barbara City College
Santa Monica City College
Ventura College
West Los Angeles College

Region 7 - Orange and East Los Angeles County (19)

Mt. San Antonio College - Ana Tafoya-Diaz - Coordinator - (714) 594-5611 x4513

Cerritos College
Citrus College
Coastline Community College
Compton Community College
Cypress College
East Los Angeles College
El Camino College
Fullerton College
Glendale Community College
Golden West College
Irvine Valley College
Long Beach City College
Los Angeles City College
Mt. San Antonio College
Orange Coast College
Pasadena City College
Rancho Santiago College
Rio Hondo College
Saddleback College

Region 8 - Desert/Inland Empire (10)

College of the Desert - Josie Gallegos - Coordinator - (619) 773-2508

Antelope Valley College
Barstow College
Chaffey College
Crafton Hills College
College of the Desert
Mt. San Jacinto College
Palo Verde College
Riverside Community College
San Bernardino Valley College
Victor Valley Community College

Region 9 San Diego (10)

Southwestern College - Trish Axsom - Co-Coordinator - (619) 421-6700 x319
San Diego CCD Continuing Ed - Karen Van Keuren - Co-Coordinator - (619) 230-2152

Cuyamaca College
Grossmont College
Imperial Valley College
Mira Costa College
Palomar College
San Diego City College
San Diego CCD Continuing Education
San Diego Mesa College
San Diego Miramar College
Southwestern College

APPENDIX B

Regional Coordinator & Lead College Responsibilities

Purpose

The role of the Gender Equity/Single Parent Regional Coordinator and her/his Lead College is to facilitate a regional organization of colleges. Gender Equity/Single Parent Regions are designed to expand communications and networking among colleges and Gender Equity and Single Parent Coordinators within the Region.

Responsibilities

The following list of responsibilities is intended as a guide for Regional Coordinators. It is recognized that unique requirements and conditions within regions will dictate specific responsibilities which are attainable.

1. Identify a representative Task Force of approximately six members or alternate vehicle for serving regional gender equity/single parent needs including: a. Maintaining a current directory of Gender Equity and Single Parent Coordinators. b. Identifying resource contacts and support services within the region to promote sharing and pooling of resources. c. Identifying regional inservice Gender Equity/Single Parent training needs for vocational instructors, counselors, administrators and support services staff.

2. Determine specific responsibilities regional colleges are willing to assume to develop an effective working regional organization.

3. Collect input from regional colleges to support the regional organization and to plan a spring workshop for vocational education instructors, counselors, administrators and support services staff.

4. Encourage regional colleges to place applicable resources with VOICE. Enlist support from GEC/SPC for interactive sharing of practices/procedures with other colleges in the region.

5. Conduct a meeting of regional college representatives during the statewide Gender Equity Conference.

6. Attend two meetings of Regional Coordinators or arrange for representation through a knowledgeable alternate. Travel expense will be paid by the project.

7. Serve as a communication conduit between the Chancellor's Office, California Community Colleges, and regional GEC/SPC as requested by COCCC Specialist, Nancy Davenport.

8. Serve as an alternate for the regional member of statewide Gender Equity Advisory Committee. (Meeting minutes will be provided to keep Regional Coordinators informed.)

9. Provide project staff with information/data needed to implement statewide activities including:
   a. Regional Directory personnel list
   b. Task Force members, if applicable.
   c. Telephone Tree/Communications Network contacts, if applicable.
   d. Summary of regional Task Force meeting/"mini" workshop for synthesis and distribution to other regions.
   e. Dates, locations, content priority focus, suggested presenters and other information helpful for planning and promoting spring workshop.

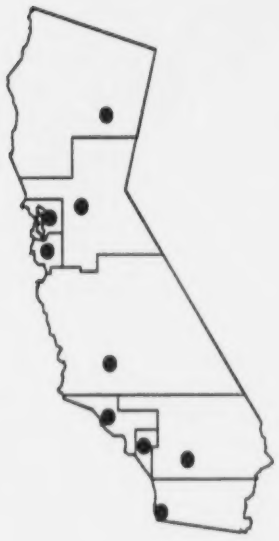
B-2

VOCATIONAL EDUCATION: 3 Rs FOR THE 90s

Retention

Role Models

Retraining



Outcomes for Regional Meetings

- Regional Clustering – Validate and/or make some shifts
- Select Task Force Members
- Revise Directory
- Plan Regional activities for statewide focus on serving nontraditional & single parent students through Vocational education.
  - On campus activities, e.g. displays, brochures, resource list
  - Workshops for vocational instructors, counselors, administrators

APPENDIX C

REGIONAL MEETING EVALUATIONS FROM ASILOMAR

Regional Meetings

Good planning for workshop. We made a lot of progress. Smaller regions will be better for interaction.

Our regional assignment made no sense. We switched. Unfortunately, regional activities are one more chore to fit into our crowded agenda.

Good input from everyone. We made some good decisions for our spring workshop. Good opportunity to get together. Ours was lively, participatory, well organized, and productive. I think at last we are going to network on a continuing basis.

Appreciated the "quality" input from the Central Valley/mid-state who have agreed to pitch in to help with the regional conference. Good folks.

Too many chiefs—needed a little more control/structure. Accomplished a great deal. Really enjoyed. Excited about this cooperative effort. Helpful. Well organized. We were able to set up our next regional meeting.

Excellent. Accomplished leadership, potential facilities and date for next meeting as well as a date for a workshop in April.

Very helpful to work with others in my area. I think it is going to be a close knit group. Small group.

Good to meet new folks—not really enough time to conduct the business on the "agenda."

Good exchange and workshop program planning. Open discussion/exchange. Helpful, good, we needed more time.

Wonderful commitment and energy from group leader but much shock and confusion over news (to new people) of regional projects with close deadlines and much responsibility which has to be fit into already overloaded schedules. Need more input from the group rather than the coordinator. Went very well although half region not present. Exciting . Allowed ample time for networking and planning.

Regional chair involved all persons. Time was well spent for decisions and planning.

Better than ever. More chance to meet with local coordinators. Good planning in region 2.

Lots of comments and planning. Dates exchanged for joint effort in organization event.

I had a great time. Region 2 is on the move. We made good progress. We accomplished a lot.

Got bogged down. Not as productive as it could have been. Mostly because some who were new to process (hadn't attended previous meeting) had an agenda which overrode the process. We are the best!

I was very pleased with the enthusiasm and with the progress. However, I'm biased. I would appreciate having the evaluation feedback on this item. Great. Well run. Very good to get together with colleagues from other colleges. Appreciated the time. Good way to meet everyone.

Motivating! Nice to network and plan with and get to know local group. What a great team and chance to learn more about leadership on this issue.

Region 8 is a great working group!

It's great when we get together. We all pull together. Wonder if we'll feel the same when we're in competition with each other for the VEA funds.

Good group. Got a lot done for April meeting. Good networking. Josie Gallegos was very efficient.

Region 5. We got off to a good start. Phyllis Hullett will coordinate, but is another big workshop coming up in April. We are all going to pitch in and help make the Region 5 workshop another success.

Good job from Ana, as usual. As a newcomer, learned a lot from the experienced women in the group.

Great opportunity. I'm excited about the potential of doing things on a regional basis.

Group works well together, enthusiasm high, willing to share responsibility.

Helped us get off to a good start. I felt somewhat pressured, assumptions made about my participation without asking me.

Good opportunity to network with members in the region and to begin planning for regional workshop.

Well run. Made progress towards goals. It's always good to get together.

APPENDIX D

Workshop Procedures

1. Negotiate Host Site
   1.1. Topic - Respond to request/expressed interest

2. Confirming Letter
   2.1. CC's:
   2.1.1. Presenters if confirmed
   2.2. Enclosures
   2.2.1. Planning Form
   2.2.2. Instructor Guidelines
   2.2.3. Evaluation Form
   2.2.4. Participant Form

3. Negotiate and Confirm Room
   3.1. Parking
   3.1.1. Permits
   3.1.2. Maps
   3.1.3. Special Comments/Directions
   3.2. Food Service
   3.2.1. Coffee Service
      3.2.1.1. Coffee
      3.2.1.2. Tea
      3.2.1.3. Sanka
   3.2.2. Afternoon Break If Required
      3.2.2.1. Coffee
      3.2.2.2. Tea
      3.2.2.3. Sanka
      3.2.2.4. Sodas
   3.2.3. Depending Upon the Time of Year Select Appropriately
   3.2.4. Lunch - Casual (Buffet or Self-served)
      3.2.4.1. Sandwich buffet
      3.2.4.2. Salad Bar
      3.2.4.3. Drinks - (coffee, milk, tea, iced tea)
      3.2.4.4. Dessert
   3.2.5. Number of Participants
      3.2.5.1. Confirmation Date for # of Participants attending and % overset
   3.2.6. Time
      3.2.6.1. When Services are to be available

3.2.7. Costs
3.2.7.1. Budget
3.2.8. Confirmation Letter restating agreed menu
3.3. Room Reservations
3.3.1. Number of Participants
3.3.1.1. Maximum # for Hands-on, Classroom, Theater Style Seating
3.3.2. Seating Style
3.3.3. When event begins and ends
3.3.4. Costs if any for facilities rental
3.4. A. V. Equipment
3.4.1. Information from Presenter
3.4.1.1. Local Facilities Coordinator Contact
3.4.2. Costs for A. V. rental

4. Marketing Workshop
4.1. Design and Production of Promotional Materials
4.1.1. Graphics and text should follow theme of workshop
4.1.2. Who What Where When How Why
4.1.2.1. Who is the audience
4.1.2.2. What is the event
4.1.2.3. What are the participants going to obtain from the event
4.1.2.4. Where is the event
4.1.2.5. When is the event
4.1.2.6. How do they get there
4.1.2.7. How much does it cost
4.1.2.8. How long will it be
4.1.2.9. Why is it necessary for the participants to come
4.1.3. Mailing Deadlines
4.1.3.1. One time mailing should be mailed 8 weeks prior to event
4.1.3.2. (2) stage mailing; preliminary announcement 10 to12 weeks prior to event
4.1.4. Develop local promotional strategies
4.1.4.1. Has everyone on your campus be notified of the event
1. President, Deans, faculty and staff etc.
4.1.4.2. Who on your campus is interested in the topic and can contact others on near by campuses that also would be interested in coming
4.1.4.3. Contact nearby campus
1. Presidents, Deans, faculty and staff etc.

5. Confirmation of Registrants
5.1. Parking Permits
5.2. Maps
5.3. Special Directions

5.4. Receipt
5.5. Special Materials Required, e.g. Resource display, advance preparation.

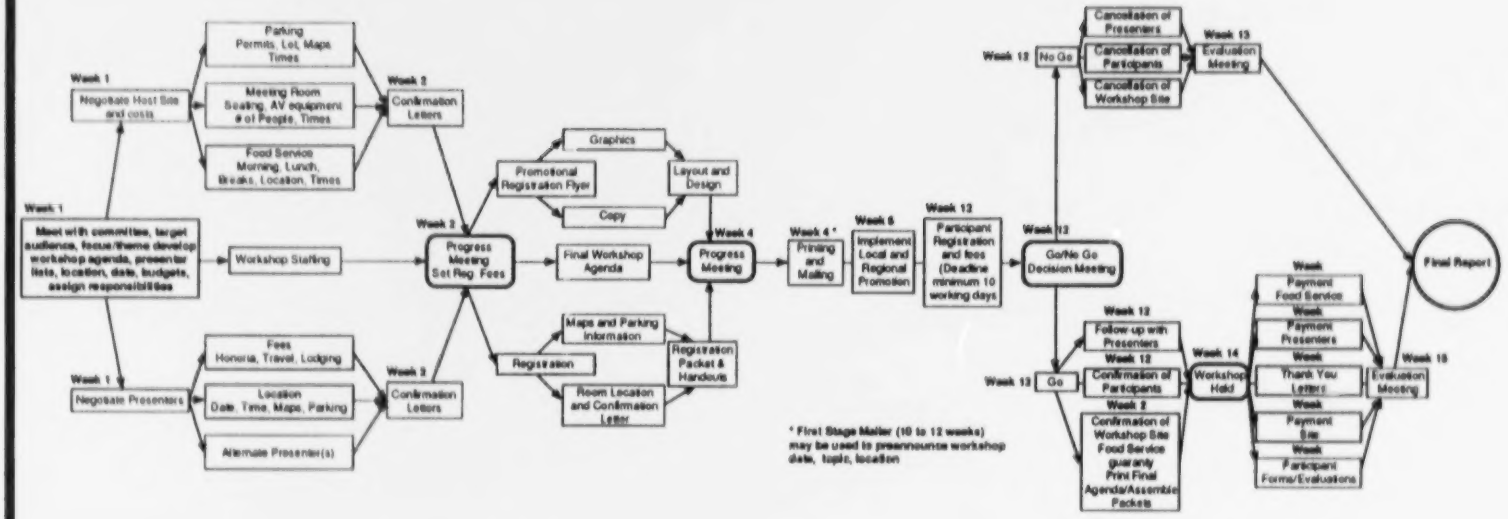
6. Confirmation Letter - Day After Deadline
   6.1. Agenda - Host/Welcome/etc.
   6.2. Final Registration List
   6.3. Workshop Claim Form (Host)

7. Confirmation Letter to Presenters
   7.1. Travel Claim
   7.2. Honoraria Claim
   7.3. Enclosures if not previously sent in #2
   7.2.1. Planning Form
   7.2.2. Instructor Guidelines
   7.2.3. Evaluation Form
   7.2.4. Participant Form
   7.2.5. Hotel Reservation Form (if applicable)
   7.2.6. Abstract

8. Conduct Workshop
   8.1. Items to Bring
      8.1.1. Agendas
      8.1.1.1. Name Tags
      8.1.1.2. Pens, Pencils
      8.1.1.3. Handouts
      8.1.1.4. etc.

9. Pay Bills
   9.1. Food Service
   9.2. Host Claims
   9.3. Presenter Claims

10. **Follow-up Thank You Letters**
   10.1. Evaluation & Participants Tabulations
   10.2. Letters to:
   10.2.1. Host
   10.2.2. Presenters
   10.2.3. Carbon appropriate administrators


Week 1
Meet with committee, target audience, focus/theme develop workshop agenda, presenter lists, location, date, budgets, assign responsibilities
Week 1
Negotiate Host Site and costs
Parking Permits, Lot, Maps Times
Meeting Room Seating, AV equipment # of People, Times
Food Service Morning, Lunch, Breaks, Location, Times
Week 2
Confirmation Letters
Workshop Staffing
Week 1
Negotiate Presenters
Fees Honoria, Travel, Lodging
Location Date, Time, Maps, Parking
Alternate Presenter(s)
Week 3
Confirmation Letters
Week 2
Progress Meeting Set Reg. Fees
Promotional Registration Flyer
Graphics
Copy
Layout and Design
Final Workshop Agenda
Week 4
Progress Meeting
Registration
Maps and Parking Information
Room Location and Confirmation Letter
Registration Packet & Handouts
Week 4 *
Printing and Mailing
Week 6
Implement Local and Regional Promotion
Week 12
Participant Registration and fees (Deadline minimum 10 working days
Week 13
Go/No Go Decision Meeting
Week 13
No Go
Cancellation of Presenters
Cancellation of Participants
Cancellation of Workshop Site
Week 15
Evaluation Meeting
Week 13
Go
Week 12
Follow up with Presenters
Week 12
Confirmation of Participants
Week 2
Confirmation of Workshop Site Food Service guaranty Print Final Agenda/Assemble Packets
Week 14
Workshop Held
Week
Payment Food Service
Week
Payment Presenters
Week
Thank You Letters
Week
Payment Site
Week
Participant Forms/Evaluations
Week 15
Evaluation Meeting
Final Report
* First Stage Mailer (10 to 12 weeks) may be used to preannounce workshop date, topic, location

GENDER EQUITY/SINGLE PARENT WORKSHOPS

GUIDELINES FOR WORKSHOP INSTRUCTORS

The Gender Equity/Single Parent Workshops has, as its major objective providing for the inservice training needs of vocational personnel through offering regional workshops at convenient locations which address identified priorities. The ultimate goal is to improve professional competency and stimulate the expansion and improvement of vocational education in California Community Colleges.

In planning workshop content, the subject area selected for emphasis is, of course, the priority consideration. In addition, there are certain areas which have been given attention in the project and, where appropriate to the subject area, should be addressed in workshop planning.

The following guidelines apply to all workshops:

1. Develop competencies, skills and new knowledge in the subject area.

2. Provide resource materials and instructional aids which reinforce learning and can be applied to the classroom.

3. Give specific suggestions for course or curriculum modification which can be easily implemented.

4. Suggest teaching strategies which can be applied in the classroom.

5. Administer and collect workshop evaluation forms and participant forms - standard instruments are designed (see attached) so that data from all workshops are consistent and comparable.

6. Provide a brief abstract (see form attached) of the workshop to be used in the final project report and for dissemination to all community colleges.

The following areas should be addressed if appropriate to the subject area:

1. Improving and expanding working relations with business and industry and with employment and training agencies.

2. Reviewing programs to ensure currency and relevance to technological change and demands and emerging occupations.

3. Retraining and upgrading skills for those in the work force.

4. Preparing students for employability and for marketing job skills.

5. Improving student placement.

6. Promoting gender equity and meeting the needs of disadvantaged, handicapped, Limited English speaking, culturally diverse, adult and single parent/homemaker students.

D-4

Gender Equity/Single Parent Workshop

Presenters' Planning Form

NAME _____ TITLE _____

COLLEGE/BUSINESS/AGENCY _____ TELEPHONE _____

ADDRESS _____

Title of Presentation _____

BIOGRAPHICAL INFORMATION:
(Please include brief information about your background to be used in the printed program, for introductions and for publicity.)

Handouts that need to be duplicated: _____enclosed

PROPERTIES REQUIRED FOR PRESENTATION: (Check those needed)
_____Audio Visual - describe exactly what is needed.
_____Screen
_____Dry Erase/Chalk Board
_____Other (please list)
_____None

Arrival Time, Day, Date _____

Departure Time, Day, Date _____

Please return to:
Shirley McGillicuddy
671 Chaparral Road
Sierra Madre, CA 91024

WORKSHOP CHECK LIST

Workshop _____

Workshop Date _____

Workshop Location _____

Number of Preregistered _____

Host/Presenter	Quantity
1. Abstracts	☐ _____
2. Travel Claims	☐ _____
3. Workshop Claim Form/Stamped Addressed envelopes	☐ _____
4. Directional Signs	☐ _____

For Participant

1. Agendas	☐ _____
2. Participant Forms	☐ _____
3. Evaluation Forms	☐ _____
4. Announcement of Pending Workshops	☐ _____
5. Name Tags/Black Felt Tipped Pens (Sharpies)	☐ _____
6. Handouts, if appropriate	☐

For Staff Working File

1. Registration List (Final - 3 staff, presenters, host, committee)	☐ _____
2. Registration Forms, Originals	☐ _____
3. Contract: Facilities/Food Service/Guaranty/A.V.	☐ _____
4. Registration Forms, Blanks	☐ _____
5. Registration Sign-in for Walk-ons	☐ _____
6. Working File	☐ _____
a. Receipt Book or Receipts from computer	☐ _____
b. Pens, Pencils, Paper Clips, Stapler/staples etc.	☐ _____
c. Check Book	☐ _____
7. Map of Site	☐ _____

D-6

Gender Equity/Single Parent Abstract and Report

Workshop Abstract and Report

Title of Workshop: _____

Location: _____

Date/Time: Date _____ Time _____ Number of Participants _____

Objective(s): _____

_____

_____

Target Population: _____

Brief Summary of Content and Audience Discussion
(Please be specific enough in the session abstract to give a nonparticipant a sense of content and anticipated outcomes.)

over, please

Workshop Abstract and Report

Provision for Serving Special Populations:

(In some instances, workshop content was designed to provide Vocational Education instructors, administrators or support services staff with strategies, techniques, etc. to meet the needs of special target groups or concerns. If this was applicable to this workshop, please describe briefly how these needs were addressed and the specific population.)

- ☐ Disadvantaged
- ☐ Handicapped
- ☐ Limited English Proficiency
- ☐ Promotion of Gender Equity
- ☐ Single Parent
- ☐ Adults needing Training/Retraining

Assessment of Workshop:

In your judgement, how effective was the workshop in meeting the needs of the participants: (Please check most appropriate response.)

Check one:

☐ Very Effective ☐ Somewhat Effective ☐ Of Limited Value ☐ Not Effective

Please explain your rating.

Recommendations for Future Sessions:

_____
Signature of Person Completing Form

APPENDIX E

WORKSHOP ABSTRACTS AND REPORTS

Region 7	Pacific Bell, Tustin Learning Center, Tustin	49
Region 8	Highland Springs Resort, Cherry Valley	51
Region 9	Chart House, San Diego	52
Region 4	Holiday Inn, Oakland	53
Region 6	Los Angeles Pierce College, Los Angeles	54
Region 1	Holiday Inn, Redding	55
Region 5	Rio Bravo Resort, Bakersfield	56
Region 2	Cosumnes River College, Sacramento	57

GENDER EQUITY/SINGLE PARENT WORKSHOP

Date & Location: 4/19/91 • Pacific Bell Tustin Learning Center

Objective: To promote recruitment of more women and single parents to the technical/vocational fields in technology and hold their retention to complete program.

Target Population: Gender equity coordinators, administrators, counselors, support staff, vocational faculty, non-conventional, under-represented minorities.

Abstract: Each of the instructor panelists gave his/her advice on meeting the needs of the non-traditional students, also how to recruit and retain them after they are found. Roy McCord, a laser optics instructor, asked instructors to personalize their relationships with their students and view them as a minority of one. Students need a support network to succeed, especially in overcoming the extra burdens of single parenting; instructors and administration need to be sensitive to the individual and characteristic problems of single parents and under-represented minorities in non-conventional vocational education roles. He discussed how students in the technical areas can benefit from courses at the rudimentary introductory level that "de-mythologize" technical careers. Flexibility and access were often quoted as ingredients to retain students. Mary McDonough stressed that teachers should practice anti-bias in their curriculums, and to look for similarities, not differences.

Eve Madigan's presentation, Success = 110%, held much content. She discussed how to document and fit people into categories, and how to attain versatility by keeping more than one budget. She stressed planning and documentation, and said the success of her Re-Entry Center is that there is no judgement of students, they ask that we don't intellectualize the help that a re-entry center offers. Then she talked about the V.I.P. (Vocational Improvement Program), networking with industry, staying "current," and how to raise the self-esteem of students, especially disadvantaged. She encourages pre-tests – that are taken/given and interpreted; applied properly – and surveying vocational programs 6 weeks into courses to see if they are working, and/or why not!

Provision for Serving Special Populations: The workshop specifically addressed the promotion of Gender Equity and the concerns of Disadvantaged, Handicapped, Single Parents and Adults Needing Training/Retraining. Many overlapping discussions/questions/ examples of ways to help disadvantaged students. Specific "case histories" discussed. Ideas were presented regarding support networks and conventional biases and solution paths from the student viewpoint; and various institutional programs and strategies for promoting Gender Equity and success from the instructor's viewpoint.

Assessment: Somewhat Effective/Effective/Very Effective. **Explanation for Rating:** It is difficult with so many topics/overlapping areas, and the time allotted, to spend much time on any specific subject. The counselors, or questions that were brought up, were allotted the most response. Many new ideas and practical suggestions from Instructor Panel. Developed sensitivity to student issues from Student Panel. Realize that we still have not reached the goal and objective to the problem of motivation in relation to women in the technical fields and single parent recruitment strength.

Recommendations for Future Sessions: None. This was fun and informative. I wish my counselors could have attended.

John Conforti, Eve Madigan, Ray McCord & Rosalie Swantek
Persons Completing Forms

GENDER EQUITY/SINGLE PARENT WORKSHOP

Date & Location: 4/19/91 • Highland Springs Resort, Cherry Valley, CA

Objective: To explore changing technology, its implication for training in business and industry, and the skills, strategies and services that are necessary for tomorrow's student today.

Target Population: Vocational personnel including instructors, administrators, counselors and support services staff.

Abstract: The morning workshop consisted of a panel presentation. Michael Rembis, Eisenhower Medical Center, presented the plans of the medical center to expand in the 90s, the opportunities that would be available for employment, and the needs for additional skilled medical expertise in Nursing, Respiratory Therapy, Radiology, Laboratory, Physical Therapy and Dietary areas. Mark Anderson, IBM Marketing Manager, presented the changing technology and its implication for Business and Office Technologies. Dick Gannon, Southern California Surveyor's Office, presented the changing technologies and its implication for the Trades.

During the afternoon workshop, Jane Patton presented Mission College's model program in Cultural Pluralism which includes as a goal to infuse multicultural content and teaching strategies across the curriculum. While gender equity is not the major focus of this program, several activities have focused on gender equity. In addition, perhaps what is more relevant to the goal of gender equity is what can be learned from this program about using faculty development as a means to increase awareness, sensitivity and knowledge. Both cultural and gender issues may not have been a part of the faculty members' educational background; therefore, institutions today have the imperative to provide development opportunities. Participants received handouts that included some of the components of the program, some activities that have been held. and some suggestions of ways to affect existing curriculums.

Provision for Serving Special Populations: This workshop addressed the promotion of Gender Equity and the needs of the Disadvantaged, Handicapped, Limited English Proficiency, Single Parent, and Adults Needing Training/Retraining.

Assessment: Very Effective/Somewhat Effective. Explanation for Rating: There was adequate time for questions/answers. Overall the participants had positive responses on workshop themes. The presenters gave food for thought as well as concrete ideas, strategies and information about the student population we are currently serving and what needs business and industry will have the the workforce they hire.

Recommendations for Future Sessions: A needs assessment or survey needs to be done at the Regional level in order to plan for future sessions.

Josie Gallegos, Jane Patton & Michael Rembis
Persons Completing Forms

E-3

GENDER EQUITY/SINGLE PARENT WORKSHOP

Date & Location: 4/19/91 • Chart House, San Diego

Objective: Showcase successful teaching strategies that promote gender equity and address the needs of non-traditional students, single parents and homemakers enrolled in vocational education classes. Provide data and information on the recruitment, retention and placement of women in technical programs.

Target Population: Vocational Education faculty, counselors, administrators, instructors, sex equity coordinators.

Abstract: Panelists Terry Davis (Surgical Technology instructor), Nina Wallace (Airframe & Power Plant instructor & former student), Kathy Brown (EMT instructor) presented classroom teaching strategies for working with non-traditional students. Nina Wallace also spoke of her experiences as a non-traditional student. A lively question & answer period followed. Nine awardees were then recognized for their outstanding support of non-traditional students in vocational education programs in the San Diego/Imperial Valley region.

Keynote speaker Cris McCullough from San Joaquin Delta College addressed the issues facing non-traditional students in community colleges and on the job. She reviewed the history of women in "non-traditional" occupations including Rosie the Riveter, and role of women in past 100 years. Her presentation focused on the cultural diversity between men and women, and included a model for institutional change for community college vocational programs, including the following:

- Identification of population
- Identification of programs
- Utilization of awareness training
- Recruitment
- Retention
- How women students can succeed in vocational programs

Provision for Serving Special Populations: The workshop specifically addressed the promotion of Gender Equity and the concerns Single Parents. Gender Equity – women entering technical programs, strategies for reducing under-representation of women and promotion of retention. Single Parents – a targeted population within women entering technical programs, data was presented on persistence.

Assessment: Very Effective/Somewhat Effective.

Trish Axsom & C.S. McCullough
Persons Completing Forms

GENDER EQUITY/SINGLE PARENT WORKSHOP

Date & Location: 4/24/91 • Holiday Inn, Oakland

Objective: Suggest alternative critical thinking concepts to assist in adopting new ways of reaching and recruiting non-traditional populations. Present alternatives to "traditional" fields to women and minorities. Emphasize the importance of expanding careers for women in non-traditional (male dominated) fields.

Target Population: Vocational instructors, administrators, counselors, support service professionals and students.

Abstract: Five women in non-traditional work spoke about their careers: an aircraft mechanic, a cement mason, a fire fighter, a person who works in non-destructive testing and an electrical engineer. Anita Johnson, Aircraft Maintenance Instructor, related her experiences as an aircraft mechanic in the Army, in General Aviation and in a manufacturing environment, as well as her experiences as a student while training for this career field. Susanna VanLeuven, engineer, spoke about the fact that all her life she was told she couldn't do interesting things because she was a girl; but she feels that life has too much to offer to sit back and let it pass by. She encouraged others not to limit themselves, either, but expand their horizons. She felt that having the support of the other panelists and the audience was a tremendously powerful experience. Jean Brunty, Non Destructive Testing, discussed her background, struggles to find career options, education, difficulties and rewards in the job, and advancement opportunities.

Keynoter Eula Dean encouraged the audience to care enough about their own job responsibilities, as well as the individuals they serve, to help them make a difference in achieving their educational goals. She offered suggestions for seeking help from the resources on campus and in the community. Following her discussion, participants raised questions concerning obtaining support and shared their own particular successes and failures.

Provision for Serving Special Populations: The workshop specifically addressed the promotion of Gender Equity and the concerns of the Disadvantaged, Handicapped, Limited English Proficiency, Single Parents and Adults Needing Training/Retraining. The need for technical training for the five careers was discussed.

Assessment: Very Effective. **Explanation for Rating:** Panelists were inspiring and representative of a variety of interests. Hearing other people's stories of achievement encourages others. It is a powerful experience – a shot in the arm. The participants approached the ideas with excitement and expressed a desire to return to their campuses and help facilitate positive changes.

Recommendations for Future Workshops: Just have more... and take them to the high school level.

Eula S. Dean, Anita E. Johnson, Jean Brunty & Susanna VanLeuven
Persons Completing Forms

E-5

GENDER EQUITY/SINGLE PARENT WORKSHOP

Date & Location: 4/30/91 • L.A. Pierce College

Objective: To define Equity. To explore the impact of equity for all in the future; to aid/assist faculty, counselors and administrators of special needs in the classrooms of single parents/displaced homemakers and non-traditional students and to highlight the accomplishments of non-traditional people. To enable participants to increase their understanding of how self esteem is undermined or enhanced during transition.

Target Population: Faculty, counselors, vocational education personnel, and interested students and guests.

Abstract: Dr. Carlos Cortes, Professor of history at U.C. Riverside, opened the workshop, and in his keynote presentation presented current examples of inequities and the need to remain constantly aware of these factors across all populations. Equity is "An Eternal Quest."

Speaker Joan MacMaster, Professor of History at Pierce, spoke about the problems of equal treatment of all students in the classroom situation; overt and covert discrimination and suggestions on how to reduce and end discrimination against women, returning students, and racial and ethnic minorities. Sylvia Martin, Gender Equity Counselor, spoke about the transitional state of single parent/misplaced homemaker and non-traditional students, and how instructors might assist with the transitions by encouraging a heightened sense of self-esteem.

Participants browsed through the resource area, networked, and visited the Career Center Library with Nan Ramirez, Career Center Director. Helena Hale closed the day's events in the theatre with her one women show on Georgia O'Keefe, assisted by the theatre arts students.

Provision for Serving Special Populations: This workshop addressed the promotion of Gender Equity and the needs of Disadvantaged and Single Parent students. The conference content was focused on the needs of all of those students who, for whatever reasons, find the transition back to school a bit more difficult than most, due to life circumstances. Specific recommendations were made about curriculum, affirmative action, language, sexual harassment and equal treatment of female teachers and students.

Assessment: Somewhat Effective to Very Effective. Explanation for Rating: The people who attended the entire conference seemed to enjoy it and there was a quality of energy and enthusiasm that was generated. People were talking about the issues discussed. The participation of faculty from other colleges was somewhat disappointing, but it is late in the year to take time off from scheduled classes.

Recommendations for Future Sessions: Open the conference to interested students at the "home" campus as well as to organizations of helping professionals in the area.

Bonnie West Caruso, Sylvia Martin & Joan H. MacMaster
Persons Completing Forms

GENDER EQUITY/SINGLE PARENT WORKSHOP

Date & Location: 5/2/91 • Holiday Inn, Redding

Objective: Improve and expand understanding and value of non-traditional and single parent students through recognizing the unique strengths and weaknesses of the male and female cultures and creating trust and cooperation.

Target Population: Vocational Education instructors, administrators, counselors and support staff.

Abstract: In a two-part workshop, Amanda Smith, Gender Equity Specialist, established a goal of building trust and partnership between women and men as the most effective goal for gender equity. She discussed the major barriers to working together: 1) How the assumption that relationships between women and men must be sexual causes men and women either to avoid each other or bring sexuality into the workplace inappropriately.
2) How the belief that one must prove or earn sex identity causes people to restrict their vocational and personal choices. She put special emphasis on how these two barriers impact sexual harassment, the cycle of poverty and men and women's styles of approval. Participants were very active contributors, with comments, questions and personal illustrations.

Provision for Serving Special Populations: The workshop specifically addressed the promotion of Gender Equity and the concerns of Single Parents. Amanda dealt with two cultures — men and women. She also spent time dealing with this topic regarding single parents and presented some skills to pass on to single parent students.

Assessment: Very Effective. **Explanation for Rating:** The workshop facilitated learning about men and their socialization, an insight into the way men think and feel, discussion of male/female differences, and innovative ideas on presenting projects.

Suggestions for Future Workshops: Start publicity sooner and get the other colleges more involved.

Margaret Munoz & Amanda Smith
Persons Completing Form

E-7

GENDER EQUITY/SINGLE PARENT WORKSHOP

Date & Location: 5/3/91 • Rio Bravo Resort, Bakersfield

Objective: To help participants rethink the concept of equity, to look at discrimination and equity in terms of gender and the disabled, and to discuss how individuals make career and life decisions.

Target Population: Counselors, vocational education staff, GAIN counselors, and administrators.

Abstract: Amanda Smith gave an excellent presentation entitled "Building Partnerships and Trust Between Men and Women." She began by discussing the fact that gender equity is not working. She suggested we stop thinking in terms of isolated populations and begin thinking about building trust and partnerships between men and women. The audience, accustomed to the "usual" Gender Equity Conference, dealing with non-traditional careers, became totally involved in the discussion. Amanda Smith was dynamic in her commanding presentation which discussed the goals that haven't worked ...Equality, Individual Development and Independence. Her theme developed the concept that those three elements are the ingredients of trust. She also discussed handicapped students and career choices.

Dr. Jack Hernandez gave levity to the day in his after-lunch discussion on "Engendering Gender Confusion," a humorous monologue about some of the funny situations that come up in connection with gender equity. Dr. Chuck Wall gave a thoughtful presentation concerning equity for the disabled. Finally, Dr. Lynne Hall presented "How Do People Make Career and Life Decisions?"

Provision for Serving Special Populations: Amanda Smith indicated the activities we are providing do not work. We meet the needs of many special populations; however, the real problem exists at a much deeper level. Understanding the acculturation that has taken place through the centuries of pitting the boys against the girls must be explored and understood.

Assessment: Very Effective. **Explanation for Rating:** The participants indicated they felt very enlightened, and some seemed to feel a burden of guilt had been lifted.

Recommendations for Future Sessions: A continuation and exploration of "Building Partnerships and Trust Between Men and Women" in future regional and state conferences.

Phyllis Hullett, Amanda Smith & Jack Hernandez
Persons Completing Forms

GENDER EQUITY/SINGLE PARENT WORKSHOP

Date & Location: 5/3/91 • Cosumnes River College, Sacramento

Objective: To increase the awareness of faculty, staff and students of the need to improve student retention and gender equity in non-traditional fields of study. To promote successful methods of supporting women and single parent students.

Target Population: Community college counselors, instructors and administrators.

Abstract: This workshop addressed the familiar concerns of the individual's lack of desire to change from a comfortable way of thinking to addressing new ideas and concepts. The speakers provided discussion and conscious raising to reevaluate old trends. The participation was excellent, with speakers helping individuals address specific problems in the classroom or specialized programs.

Gerald Schoenstein presented a history of the development of the Women in Law Enforcement Class at the Santa Rosa Junior College. He briefly reviewed the content of the course as it is presented to the participants and demonstrated a job validated physical test which is used to provide feedback to women participating in the course. He selected 6 women to participate in a handgun trigger squeeze test. They were selected randomly from the audience, the test was explained to them and the handout material provided explained how they can improve their performance on this test. The audience had an opportunity to view the testing process and to ask questions relative to the test, as well as questions relating to the other parts of the class as it was presented.

Silverio Haro made an audio/visual presentation of the "I'm Going to College" project used to promote educational equity among elementary school age children, a multi-faceted effort to obtain long-term goal of increasing the number of under-represented students at the post-secondary education level. His discussion included college & student/parent partnerships, how the program can be changed to meet specific needs particular to participating institutions, and quantifiable measures of success.

Dr. Leonard Olguin presented the basic postulation that it is necessary to seek equity not only regarding gender, but with regard to socio-economic and ethnic matters. Some aspects were treated which were described as impediments between learners and teachers. The anticipated outcome was that conference participants would emerge with a new level of awareness of their own linguistic, visual (color) and cultural characteristics, and, with the new awareness, be able to be insightful in interaction with people whose parallel characteristics might be different.

Information presented promoted an understanding of the needs of women and single parent students, along with many successful techniques to help them succeed. The testimonials of student participants provided important feedback for instructors.

Sacramento Abstract • Page Two

Provision for Serving Special Populations: The workshop addressed the Promotion of Gender Equity and the needs of the Disadvantaged, Handicapped, Limited English Proficient, Single Parent, and Adults Needing Training/Retraining. Each was addressed concerning attitude adjustment acceptance and recruitment techniques for special populations.

Assessment: **Very Effective** (Silverio Haro: Somewhat Effective). Explanation for Rating: As each session came to a close, people were interacting very positively regarding the contents of each of the workshops. The audience expressed how they enjoyed the speakers and wanted to have more interaction. It gave a concrete example of how to target a population and present an ongoing program to meet that targeted group's needs.

Recommendations for Future Sessions: Include more Vocational Technical Instructors in the planning of these workshops. Have a panel of women who have been successfully placed in non-traditional occupations after successfully completing a course of study in a non-traditional vocational field. These women should be accompanied by mentors from the participating vocational education training program from which they graduated. (How did the program help place you?)

Eula S. Dean, G. F. Schoenstein, Douglas Stinson, Silverio Haro & Leonard Olguin
Persons Completing Forms

APPENDIX F

EVALUATION SUMMARIES

Region 7	Pacific Bell, Tustin Learning Center, Tustin	60
Region 8	Highland Springs Resort, Cherry Valley	63
Region 9	Chart House, San Diego	66
Region 4	Holiday Inn, Oakland	69
Region 6	Los Angeles Pierce College, Los Angeles	72
Region 1	Holiday Inn, Redding	76
Region 5	Rio Bravo Resort, Bakersfield	79
Region 2	Cosumnes River College, Sacramento	82

F-1

GENDER EQUITY/SINGLE PARENT WORKSHOP

Equity at the Crossroads
Pacific Bell Learning Center, Tustin • April 19, 1991
N= 46 Evaluation Responses= 39 (84.8% Response Rate)

Responses shown by % Rate each item listed below:		Excellent	Very Good	Adequate	Disappointing	Poor	Not Applicable	Comments
The workshop met your objectives for attending.	1	43.6	41.0	12.8	0.0	0.0	2.6	• Felt it might have some grant-direct
Workshop date & time were convenient.	2	41.0	46.2	10.3	2.6	0.0	0.0	• Friday not good day
Workshop location was convenient.	3	41.0	25.6	28.2	2.6	0.0	2.6	• I live in Glendale. • Gate info. misleading. • Need better map/room • Need map of parking & building location. • Site convenient, very confusing once
Workshop objective were:								
• Clearly stated.	4	35.9	43.6	15.4	0.0	2.6	2.6	• Received no written info of any type until afternoon before. • More on recruitment/retention w/various
• Achieved.	5	38.5	43.6	12.8	0.0	2.6	2.6	
Content was interesting & stimulating.	6	38.5	48.7	7.7	0.0	0.0	5.1	• Especially students
The presenter(s) were well prepared.	7	53.9	35.9	5.1	0.0	0.0	5.1	• Joe Richey was excellent. • Students were! • J. Richey didn't really address equity. • Mr. Richey exceptional, students great – Eve's presentation.
Information presented was applicable to your college responsibilities.	8	43.6	41.0	12.8	0.0	0.0	2.6	
Resources/references were current and	9	41.0	30.8	20.5	0.0	0.0	7.7	
You gained new ideas for program	10	33.3	38.5	28.2	0.0	0.0	0.0	
Techniques introduced helped								
• Meet need								
Disadvantaged, handicapped, LEP students	11	15.4	30.8	23.1	5.1	0.0	25.7	• Students campus
Adult	12	33.3	51.3	12.8	0.0	0.0	2.6	• Mr. McCord of all panelists was excellent.
Single parent students	13	41.0	51.3	7.7	0.0	0.0	0.0	
• Promote gender	14	51.3	41.0	7.7	0.0	0.0	0.0	
• Improve & expand working relationships with business & industry	15	25.6	38.5	20.5	2.6	0.0	12.8	
• Meet needs for retraining & upgrading job skills in work force	16	25.6	38.5	30.8	0.0	0.0	5.1	

74.4% Female
23.1% Male
2.6% No

Classification: **

10.3% Administrators
5.1% Dept./Div. Chairs
28.2% Instructor
33.3% Counselor
20.5% GE/SP
2.6% SPC
5.1% GEC

Affiliation:

87.2% Community
0.0% District Office
12.8% No
23.1% Other*

*Other Classifications included: Panelist, Teacher, ECE Coordinator, Student (2), Student Services Specialist, Community Services Program Coordinator, Career Center.
** Exceeds 100% because of dual/multiple responses

TUSTIN COMMENTS

What helped most about this workshop?

- Ideas presented by Mr. Richey & correlations related by McCord
- Student panel
- Info. re: work force L.A.
- Student input
- Students panel
- Input from other instructors
- Panels – speakers
- Students
- Hearing both panels' experiences
- Learning other viewpoints
- Student panelists
- Joe Richey's information about how programs are funded & run
- Joe Richey & student panel, Eve Madigan
- Info. from private industry
- Group questioning
- Student panel insights – Richey's K-Career
- Everything
- Very diverse group of presenters
- Hearing students speak
- Networking with other GEC at break & Eve Madigan
- To know that we're "on track"
- The speakers
- Hearing non-traditional students experiences
- Students & instructor panels
- Hearing the students & instructors firsthand
- The students w/unique perspectives.
- The instructor presentations
- Presentation of Joe Richey & student panel
- The student panel
- Heard first hand what has been started & speaker an example
- Student comments

What was least helpful?

- The 2 instructors on C.D.
- Keynote speaker
- J. Richey
- Instructor panel
- Quickly read disseminated percentages by Joe Richey
- The cookies
- Info. from instructors
- Too many chocolate chip cookies
- Lunch speaker topic re: G.E.
- Not enough time on each subject
- The instructor's panel was boring
- Already know about career planning – a bit redundant for counseling
- I liked it all
- None

How do you plan to use the information learned?

- Improve relations with...
- Talk/conversation
- Integrate into various programs
- In counseling students
- Adopt in classroom & in developing program
- Share w/counselors
- Share stories & feelings with my students
- To implement new ideas into existing programs
- Good resource
- To tell students who are entering college
- Share with students and colleagues
- Imparting it to my students
- Pass along to class
- Confer with Tech. deans re: content; Discuss Career Counselors
- Teaching methods/relating to students
- Tell classmates/students of resources and services available
- Act on some of the things discussed with others at break
- Inspiration/heightened sensitivity to specific G.E. issues
- Career development
- Pass on comments made to our non-traditional students
- In classroom approach with students & marketing
- Utilize some of the ideas to improve the prog. at my campus
- Share with other offices on campus
- Bring back to the college to other instructors
- Career orientation in courses taught in career/life planning
- In the classroom – has given me greater understanding
- To motivate people with concrete examples
- In direct contact with students

Please list any suggestion you have for future workshops:

- Panelists didn't seem to be well focused on Gender Equity, except Mr. McCord, Tom Santos & Evelyn Frondarina. These 3 were good.
- Problem solution
- Marketing techniques
- Interaction among colleges. The how to's & what you do, how you do it, etc.
- Current job needs/wants
- Include more students/teachers of different level in education
- Give more breaks or have discussion groups. Passive listening is dull.
- Eat lunch sooner. Have a break-out/discussion session. We needed to network more.
- Thank you for a South Orange County location.
- How to effectively influence voc. instructors toward the need for GE to exist in their courses, communications, etc. How to more effectively identify SP/DH in voc./pre-voc. programs when you don't have the cooperation of instructors. Concrete examples of strategies that work in working with faculty & staff to develop a better awareness, understanding, and acceptance of GE.
- Great

GENDER EQUITY/SINGLE PARENT WORKSHOP

Equity at the Crossroads
Highland Springs Resort, Cherry Valley • April 19, 1991
N= 31 Evaluation Responses= 25 (80.7% Response Rate)

Responses shown by % **Rate each item listed below:**		Excellent	Very Good	Adequate	Disappointing	Poor	Not Applicable	Comments
The workshop met your objectives for attending.	1	16.0	52.0	16.0	4.0	4.0	8.0	• Afternoon session
Workshop date & time were convenient.	2	32.0	60.0	8.0	0.0	0.0	0.0	
Workshop location was convenient.	3	52.0	32.0	12.0	0.0	0.0	4.0	
Workshop objective were:								
• Clearly stated.	4	20.0	32.0	32.0	4.0	4.0	8.0	• Not too much gender
• Achieved.	5	16.0	44.0	16.0	8.0	4.0	12.0	• More ethnic than gender
Content was interesting & stimulating.	6	32.0	56.0	12.0	0.0	0.0	0.0	• But not on topic or title
The presenter(s) were well prepared.	7	52.0	32.0	8.0	0.0	0.0	8.0	
Information presented was applicable to your college responsibilities.	8	40.0	40.0	12.0	0.0	4.0	4.0	• Jane's session • Would have liked more speakers in more areas
Resources/references were current and	9	44.0	36.0	8.0	4.0	0.0	8.0	
You gained new ideas for program	10	36.0	44.0	4.0	4.0	0.0	12.0	• But not on topic or title
Techniques introduced helped								
• Meet need								
Disadvantaged, handicapped, LEP students	11	16.0	28.0	16.0	8.0	4.0	28.0	
Adult students	12	24.0	44.0	16.0	4.0	0.0	12.0	
Single parent students	13	20.0	28.0	12.0	12.0	4.0	24.0	
• Promote gender	14	40.0	12.0	20.0	12.0	4.0	12.0	
• Improve & expand working relationships with business & industry	15	40.0	36.0	12.0	4.0	0.0	8.0	• Retraining educators!
• Meet needs for retraining & upgrading job skills in work force	16	28.0	36.0	16.0	0.0	0.0	20.0	

76.0% Female
16.0% Male
8.0% No

Classification: **
4.0% Administrators
16.0% Dept./Div. Chairs
28.0% Instructor
32.0% Counselor
8.0% GE/SP
12.0% GEC
4.0% No
16.0% Other*

Affiliation:
96.0% Community
0.0% District Office
4.0% No

*Other Classifications included: Job Placement Specialist and Secretary/Occupational Education.
** Exceeds 100% because of dual/multiple responses

Equity at the Crossroads
Highland Springs Resort, Cherry Valley • April 19, 1991

COMMENTS

What helped most about this workshop?

- New ideas!
- Awareness of need for connecting with industry
- Jane's suggestions for incorporating Cultural Pluralism in all classes.
- Real World people instead of more "educators"
- Exchanging new ideas
- Panel presentation
- The location of the workshop
- Both the "changing tech" and cultural pluralism were valuable to me for my campus both for GE and staff development
- Variety of the speakers' expertise
- Mike Rembis
- Liked the morning panel and hearing what businesses are looking for
- Both morning and afternoon sessions
- Techniques introduced helped improve & expand working relationships with business & industry
- Hearing from industry & business on where the age of technology has brought us
- Knowing that business is interested in working with ed.
- Diverse background of presenters
- Being aware of all the new info, especially multi-cultural

What was least helpful?

- Trade discussion
- Not much on gender equity. Much like L.E.P.
- Dick Gannon
- My only criticism is this: the workshop, however excellent, was not what was advertised. It had very little to do with gender equity or single parents! It was not what I expected. For me, that's fine – I'm glad I came. But I think that if it had been advertised for what it was (i.e., on business–education partnership and on cultural pluralism), others on my campus might have attended. P.S.... Wish carpooling had been encouraged!
- No info on disabled students, single parent students
- Nothing!

How do you plan to use the information learned?

- Networking
- To encourage division members to be more sensitive to C.P.
- To try to change our school's poor performance and focus in training people
- Long range planning
- Continue to stress communication skills importance
- Learn more about the student at work
- Share with students and other staff
- Share info from industry on technology with students in career center
- Certainly to try to improve
- Share with colleagues
- Encourage administration to work on building partnerships with business & industry
- Work more on integrating CP into our curriculum
- Have new ideas to use in encouraging students to find employment
- Directly in my re-entry orientation class and program

Please list any suggestion you have for future workshops:

- People should be allowed to register on site
- Workshop on grant writing
- You really need women to be speakers – I know they are out there somewhere!

F-3

GENDER EQUITY/SINGLE PARENT WORKSHOP

Equity at the Crossroads
Chart House, San Diego • April 19, 1991
N= 43 Evaluation Responses= 31 (72.1% Response Rate)

Responses shown by % Rate each item listed below:		Excellent	Very Good	Adequate	Disappointing	Poor	Not Applicable	Comments
The workshop met your objectives for attending.	1	64.5	29.0	3.2	0.0	0.0	3.2	
Workshop date & time were convenient.	2	54.8	41.9	3.2	0.0	0.0	0.0	• Weekend so don't miss
Workshop location was convenient.	3	41.9	35.5	16.1	0.0	3.2	3.2	• Have on a campus, have lecture hall, A/V equipment (would also save $$). • Hard to hear. • Difficult to find.
Workshop objective were:								
• Clearly stated.	4	54.8	38.7	6.5	0.0	0.0	0.0	
• Achieved.	5	51.6	38.7	6.5	0.0	0.0	3.2	
Content was interesting & stimulating.	6	67.7	25.8	0.0	3.2	0.0	3.2	• Enjoyed keynote speaker!
The presenter(s) were well prepared.	7	67.7	19.4	9.7	0.0	0.0	3.2	
Information presented was applicable to your college responsibilities.	8	41.9	45.2	6.5	0.0	0.0	6.5	
Resources/references were current and	9	41.9	35.5	12.9	0.0	0.0	9.7	
You gained new ideas for program	10	38.7	38.7	16.1	0.0	0.0	6.5	
Techniques introduced helped								
• Meet need								
Disadvantaged, handicapped, LEP students	11	29.0	25.8	12.9	0.0	0.0	32.3	
Adult students	12	48.4	41.9	3.2	0.0	0.0	6.5	
Single parent students	13	45.2	35.5	6.5	0.0	0.0	12.9	
• Promote gender	14	70.9	22.6	3.2	0.0	0.0	3.2	
• Improve & expand working relationships with business & industry	15	16.1	38.7	19.4	0.0	0.0	25.8	
• Meet needs for retraining & upgrading job skills in work force	16	32.3	32.3	12.9	0.0	0.0	22.6	

67.7%	Female
25.8%	Male
6.5%	No

Classification: ***

22.6%	Administrators
3.2%	Dept./Div. Chairs
58.1%	Instructor
12.9%	Counselor
16.1%	GE/SP
3.2%	SPC
3.2%	No
3.2%	Other*

Affiliation:

87.1%	Community
6.5%	Other**
12.9%	No

*Other Classifications included: Coordinator.
**Other Affiliations included: High School District.
*** Exceeds 100% because of dual/multiple responses

CHART HOUSE, SAN DIEGO • APRIL 19, 1991

COMMENTS

What helped most about this workshop?

- Discussed areas for women to go into
- Meeting other people and hearing about their programs
- Networking with other people
- Recognition of older women in job training
- Info. on apprentice program
- Chris' talk
- Variety of experiences shared
- Info. on gender equity – excellent!
- Panel & keynote
- New ideas for career counseling
- Presenters on panel & main speaker sharing situations
- The openness of the speakers to talk about sexist behavior
- Presenters
- Guest speakers and panel were invigorating
- Networking
- Sharing ideas with participants
- I liked the people ideals and opinions
- Networking with others. I gained new ideas.
- Informational atmosphere
- I felt the guest speaker did a wonderful job.
- Speaker

What was least helpful?

- Not enough question & answer with speakers
- Couldn't hear presentations or directions. Noisy and poor mikes, and speakers did not speak up. Shirley Miller and Dawn W. could be heard, and Trish after a while. Restaurant employees were noisy too and would not stop shouting.
- Microphone
- Poor P.A. system
- Not getting time to get acquainted with others
- Criticism of counselors as a whole (biased)
- The mud pie didn't help weight control
- Continue as is

How do you plan to use the information learned?

- Introduce new techniques in class
- Look to see if any changes need to be made in current programs
- In counseling students

How do you plan to use the information learned? continued

- Dev. program
- Share it with adult re-entry students
- Use examples to illustrate ideas
- Techniques for retaining non-traditional students
- With clients/students and in college
- Awareness
- In life in general (home, school, etc.)
- In classroom & staff activities
- Teaching
- Implement some classroom techniques
- Share with students & teachers
- Discuss with dept. – for change in dept.
- Adapt it to my students going into industry

Please list any suggestion you have for future workshops:

- Business affiliation with colleges
- Good program/presentation
- Duplicate this program
- Have a Career Counselor as part of the panel

GENDER EQUITY/SINGLE PARENT WORKSHOP

Equity at the Crossroads
Holiday Inn, Oakland • April 24,
N= 62 Evaluation Responses= 32 (51.6% Response Rate)
(Includes 29 students, partial attendance)

Responses shown by % Rate each item listed below:		Excellent	Very Good	Adequate	Disappointing	Poor	Not Applicable	Comments
The workshop met your objectives for attending.	1	56.3	37.5	0.0	0.0	0.0	6.3	
Workshop date & time were convenient.	2	50.0	37.5	12.5	0.0	0.0	0.0	
Workshop location was convenient.	3	50.0	25.0	21.9	3.1	0.0	0.0	
Workshop objective were:								
• Clearly stated.	4	75.0	18.8	0.0	0.0	0.0	6.3	
• Achieved.	5	62.5	28.1	0.0	0.0	0.0	9.4	
Content was interesting & stimulating.	6	75.0	21.9	0.0	0.0	0.0	3.1	• Wonderful!
The presenter(s) were well prepared.	7	78.2	18.8	0.0	0.0	0.0	3.1	• Extremely Helpful
Information presented was applicable to your college responsibilities.	8	43.8	40.6	6.3	0.0	0.0	9.4	
Resources/references were current and	9	56.3	34.4	0.0	0.0	0.0	9.4	
You gained new ideas for program	10	59.4	31.3	0.0	0.0	0.0	9.4	• Inspiring!
Techniques introduced helped								
• Meet need								
Disadvantaged, handicapped, LEP students	11	28.1	28.1	18.8	0.0	0.0	25.0	
Adult students	12	53.1	34.4	0.0	0.0	0.0	12.5	
Single parent students	13	56.3	28.1	3.1	0.0	0.0	12.5	
• Promote gender	14	68.8	25.0	0.0	0.0	0.0	6.3	
• Improve & expand working relationships with business & industry	15	28.1	43.8	9.4	0.0	0.0	18.8	
• Meet needs for retraining & upgrading job skills in work force	16	43.8	37.5	9.4	0.0	0.0	9.4	

87.5% Female
0.0% Male
12.5% No

Classification: ***
3.1% Administrators
0.0% Dept./Div. Chairs
9.4% Instructor
6.3% Counselor
18.8% GE/SP
6.3% GEC
15.6% No
53.1% Other*

Affiliation:
65.6% Community
9.4% Other**
25.0% No

*Other Classifications included: Students (10), "Interested Individual," Re-entry Coordinator, Staff Assistant/Dean's Office, Principal Acct. Tech., Clerical Assistant.
**Other Affiliations included: GED, Independent, Technical School.
*** Exceeds 100% because of dual/multiple responses

Equity at the Crossroads
HOLIDAY INN, OAKLAND • APRIL 24, 1991

COMMENTS
What helped most about this workshop?

- Listening to success stories of females in non-traditional jobs
- I am not alone
- Gave me strive [sic]
- Talks by tradeswomen
- A person referring for a cement mason – equal likes
- The program was very interesting – everything
- The accomplishments of the speakers presented.
- Most of speakers were informational, and good women speakers
- Gave me incentive
- Hearing anyone can be what they have the desire to be
- The motivation, and drive they displayed
- Everything
- Information in different fields that weren't considered before
- The speakers selected gave and have such motivation, it's epidemic [sic]
- Information in different fields and trades
- The speakers were excellent
- It gave me self-esteem
- Panelist and speaker
- I felt inspired by the determination and strength of the speakers
- All of it!
- The panelists were excellent
- The motivation and high esteem of these women
- Speakers
- Speakers and their experience
- Seeing women from diverse cultures in non-traditional jobs
- Diversity
- The panel was excellent, informative and inspiring
- Speakers

What was least helpful?

- Nothing (6)
- No food, unprepared, no money (comment by student)
- I think everything that was said was helpful
- Location
- Networking and speakers
- The location; some speakers were inaudible; there were distractions inside and outside the room

What was least helpful? continued

- The info. on apprenticeships should have been covered more thoroughly rather than just handouts.
- Wish there was more time for round robin workshops

How do you plan to use the information learned?

- Network with Division Chair
- For future jobs
- Become a cement mason full time
- Taking everything into consideration and thinking twice about everything; every enlightening
- Motivational tool
- Gained information toward my career
- I don't know yet
- As support, knowing there are people to believe in
- I plan to use this to my advantage for encouragement.
- Very wisely, and be very assertive
- Check about school
- To enhance my motivation to accomplish my goal
- For myself and others
- Converse with the CEO about our needs to solicit his support
- Get into the trades
- In planning gender equity activities and counseling students
- Plan to do a workshop for re-entry, re: non-traditional careers for women
- When making a career change
- Share the information and post flyers on the college bulletin board
- Distribute material and information to students, incorporate into program
- By pursuing my goals

Please list any suggestion you have for future workshops:

- Keep the kinds of women you have coming who inspire other women of color
- None
- I think all has been said, the women were very direct and informative.
- Would like to see women who are cement masons, and get pros and cons from their perspective. Already done and well done. Thank you.
- More workshops and speakers would encourage people.

F-5

GENDER EQUITY/SINGLE PARENT WORKSHOP

Equity at the Crossroads
L.A. Pierce College • April 30, 1991
N= 84 Evaluation Responses= 40 (47.6% Response Rate)

Responses shown by % Rate each item listed below:		Excellent	Very Good	Adequate	Disappointing	Poor	Not Applicable	Comments
The workshop met your objectives for attending.	1	60.0	35.0	5.0	0.0	0.0	0.0	• Career/Transfer is really nice and gives the feeling of space & comfort.
Workshop date & time were convenient.	2	52.5	35.0	7.5	0.0	2.5	2.5	• Earlier in school year better. • Wish it were not on a class day. • Prefer Mon. or Wed., more central location
Workshop location was convenient.	3	62.5	27.5	5.0	0.0	0.0	5.0	• Not to my home
Workshop objective were:								
• Clearly stated.	4	57.5	30.0	10.0	0.0	0.0	2.5	
• Achieved.	5	52.5	27.5	7.5	2.5	0.0	10.0	
Content was interesting & stimulating.	6	60.0	32.5	2.5	0.0	0.0	5.0	
The presenter(s) were well prepared.	7	62.5	27.5	0.0	0.0	0.0	10.0	• Carlos Cortes, Joan MacMaster excellent. • Extremely well prepared.
Information presented was applicable to your college responsibilities.	8	42.5	35.0	15.0	0.0	0.0	7.5	
Resources/references were current and	9	57.5	30.0	7.5	0.0	0.0	5.0	
You gained new ideas for program	10	50.0	35.0	10.0	0.0	0.0	5.0	
Techniques introduced helped								
• Meet need								
Disadvantaged, handicapped, LEP students	11	30.0	12.5	12.5	0.0	2.5	42.5	
Adult students	12	42.5	35.0	10.0	2.5	0.0	10.0	
Single parent students	13	45.0	27.5	10.0	2.5	2.5	12.5	
• Promote gender	14	60.0	20.0	12.5	0.0	2.5	5.0	• More of equity needed on both • List of GECs & phone #'s & would be helpful.
• Improve & expand working relationships with business & industry	15	22.5	5.0	30.0	2.5	0.0	40.0	• By my own
• Meet needs for retraining & upgrading job skills in work force	16	22.5	20.0	25.0	0.0	0.0	32.5	• This does not apply as directly to my job as does the info. related to the classroom.

80.0% Female
15.0% Male
5.0% No

Classification: ***
2.5% Administrators
5.0% Dept./Div. Chairs
47.5% Instructor
47.5% Counselor
10.0% GE/SP
2.5% SPC
7.5% GEC
2.5% No
15.0% Other*

Affiliation:
90.0% Community College
2.5% Other**
7.5% No

*Other Classifications included: CSSA, Interim Clerk-Typist, Harassment Officer, Assistant Director/Career Center, Assistant to GE Coordinator.
**Other Affiliations included: Private Agency.
*** Exceeds 100% because of dual/multiple responses

Equity at the Crossroads
L.A. Pierce College • April 30, 1991

COMMENTS

What helped most about this workshop?

- The networking potential with other GE people
- Greater understanding of the subtle ways gender inequality permeates society
- Self-esteem workshop
- Just the awareness of inequality
- Joan MacMaster gave good strategies
- Talking with peers in various programs
- Keynote speaker excellent – great quotes
- Ideas, play acting techniques, journal keeping
- New ideas and resources offered
- Opportunity to "learn"
- Ability to network and topic
- The emphasis on Gender Equity – Towards a better future
- Speakers were outstanding; informative
- Meeting other coordinators and sharing ideas
- Joan MacMaster was outstanding!
- Excellent, Joan MacMaster's presentation on affirmation in classroom
- Good publicity prior to event, friendly, topical, good history professor & Helena Hale great!
- Self-esteem/Resources/Networking
- Joan MacMaster's workshop in Equity in Classroom and Helena Hale's "Georgia O'Keefe"
- Exchanging ideas with peers/motivated by excellent speakers
- Interaction and hearing different points of view
- Awareness of returning to students
- Raising self-esteem in the classroom
- MacMaster extremely good, stimulating
- Information and materials
- Speaker (Cortes) illustrated with a sense of humor
- The resources distributed
- Awareness of issues which are infrequently discussed
- The info on equity in the college
- Sylvia Martin's session
- Joan MacMaster is GREAT
- Joan MacMaster was excellent – need more instructors and presenters such as her
- The content – in breakout sessions

What was least helpful?

- All helpful for me, though some areas could have been expanded with experiential time with other participants
- Sat too long (could have toured/walked through career or re-entry center for breaks)
- S.E. Workshop – not well done
- Three men as introduction; many examples by keynote were sexist; don't we have qualified women?
- Everything presented was timely and useful.
- Really nothing
- Not enough time
- Time constraints
- Play was entertaining & interesting, but not practical
- All good
- All male role models presented 1st three addresses – Means, Phelps, Cortes. I would have preferred to hear MacMaster as the keynote speaker, more stimulating & educational.
- Materials to share
- Affirming equity in the classroom
- Leadership must come from the top
- Too many quotes – too little data by keynote speaker, no time for questions

How do you plan to use the information learned?

- Develop a broader-based GE focus at VCCCD
- Perhaps start a class "Women in Philosophy"
- Will adapt self-esteem more in courses
- Share with colleagues
- Awareness of inequities in environment, materials, situations, etc. will allow me to address them and make changes.
- Discuss with staff
- In dealing with instructors/administrators
- Incorporate ideas into support group workshops
- This will help me with my Personal Development class
- To pass on Gender Equity awareness
- Better understanding of student problems relating to gender, self-esteem, equity
- Share verbally and in flyers, handouts
- DSPS – counseling
- With co-workers and students
- To regenerate and focus at work on positive ways to promote equity
- With my students
- Include ideas in presentation techniques

How do you plan to use the information learned? continued

- Will use in class that I teach
- Workshops on campus
- In the implementation of a Gender Equity program at Mission
- Share with colleagues
- In classroom communication
- Incorporate info. into classroom lecture, i.e. awareness issues

Please list any suggestion you have for future workshops:

- Specified interactive time (with structure) between GEC and others
- Language awareness
- I would have liked to have seen the "Affirming Equity" workshop done by both a women and a man – to give us the equity. Along with a balance of keynote speakers – both man and woman.
- Helena Hale – great. Wish she could do Louise Nedleman again
- More women presenters
- More – more promotion and allow more time for workshops
- More like today's
- I attended two workshops, but focus mostly on inequities, but little on how to concretely make a change unless we can change structure of our environment. The lunch was delicious and the play outstanding.
- Under-balance in women on faculty at most schools – This is 1991 and we need to make our administration more aware.
- Include female administrators in a Gender Equity conference. Not all male – the discrepancy was glaring.

F-6

GENDER EQUITY/SINGLE PARENT WORKSHOP

Equity at the Crossroads
Holiday Inn, Redding • May 2,
N= 27 Evaluation Responses= 26 (96.3% Response Rate)

Responses shown by % Rate each item listed below:		Excellent	Very Good	Adequate	Disappointing	Poor	Not Applicable	Comments
The workshop met your objectives for attending.	1	53.8	34.6	7.7	0.0	0.0	3.9	• I was just open to new
Workshop date & time were convenient.	2	65.4	34.6	0.0	0.0	0.0	0.0	• Far for us to come but worth every
Workshop location was convenient.	3	57.7	26.9	15.4	0.0	0.0	0.0	• Too
Workshop objective were: • Clearly stated.	4	57.7	23.1	15.4	0.0	0.0	3.9	• Not clearly enough stated in flyer. • Amanda was great–interesting & dynamic, very informed & informative.
• Achieved.	5	53.8	30.8	11.5	0.0	0.0	3.9	• Would have liked more concrete how tos.
Content was interesting & stimulating.	6	73.1	23.1	3.9	0.0	0.0	0.0	•
The presenter(s) were well prepared.	7	80.8	11.5	3.9	0.0	0.0	3.9	• Yes!
Information presented was applicable to your college responsibilities.	8	38.5	42.3	11.5	0.0	0.0	7.7	
Resources/references were current and	9	61.5	15.4	11.5	0.0	0.0	11.5	
You gained new ideas for program	10	53.8	30.8	11.5	3.9	0.0	0.0	• I can't wait to share. • Great ideas for sex harass. workshops.
Techniques introduced helped • Meet need Disadvantaged, handicapped, LEP students	11	19.2	26.9	23.1	0.0	0.0	30.8	• Not a "specialized" workshop. • I feel this information should be given to everybody.
Adult students	12	42.3	30.8	7.7	3.9	0.0	15.4	
Single parent students	13	46.2	30.8	11.5	0.0	0.0	11.5	
• Promote gender	14	76.9	15.4	7.7	0.0	0.0	0.0	
• Improve & expand working relationships with business & industry	15	61.5	23.1	7.7	0.0	0.0	7.7	• Long
• Meet needs for retraining & upgrading job skills in work force	16	50.0	30.8	11.5	0.0	0.0	7.7	

96.1% Female
3.9% Male

Classification: **
11.5% Administrators
3.9% Dept./Div. Chairs
23.1% Instructor
23.1% Counselor
19.2% GE/SP
3.9% GEC
~~46.2~~% Other *

Affiliation:
96.1% Community
0.0% District Office
3.9% No

*Other Classifications included: Community Representative, Consultant, Clerical Asst. (2), Workability Director, Secretary, Advisor, Paraprofessional, Classified, Mother.
** Exceeds 100% because of dual/multiple responses

BEST COPY AVAILABLE

Equity at the Crossroads
Holiday Inn, Redding • May 2, 1991

COMMENTS

What helped most about this workshop?

- Amanda – very knowledgeable and credible
- Delivered with humor
- Learning about men and their socialization
- An insight into the way men think and feel
- Discussion male/female differences
- Inspired me to share information and work towards goals
- Understanding subordinates (male)
- Speaker's knowledge
- Idea of partnership
- All of it! Really enjoyed every bit of this seminar
- Interesting info.
- Speaker was interesting, information related to what we do.
- Information
- Common sense and clarity of information
- Having it start later in the day for travel purposes
- Background and ability of presenter
- Innovative ideas on presenting project

What was least helpful?

- Too short
- I could have stayed longer! I loved it!!!
- Info.
- None
- Need more help as far as application of ideas
- Workshop too short
- Having it in the afternoon after lunch – perhaps starting at 10 a.m.
- Lack of knowledge about workshop content before day of workshop – good advertising would have brought more people.

How do you plan to use the information learned?

- I plan to show the video to my dean and at a Flex activity.
- Two ways – in teaching class/dealing with sexual politics
- More faculty involvement
- In both my professional and personal theories
- Personal relationships, parenting, workplace, sharing with friends
- In classroom
- Share!!! With students, colleagues, faculty and friends

How do you plan to use the information learned? continued

- Read the books – apply to men at work
- Pass it on – use it
- Professionally and personally
- In approach for workshops
- Group share
- Use more women and men working together in workshops
- Ask speaker to do workshop on our campus
- Use it as a perspective to view our campus
- In personal relationships and counseling
- In career counseling

Please list any suggestion you have for future workshops:

- Conflict resolution in gender terms
- More specific info – how to achieve goals suggested
- This needs to be longer – more time for topic
- More time
- More Amanda!
- Overhead projections
- Invite more administrators to learn about sex equity!

GENDER EQUITY/SINGLE PARENT WORKSHOP

Equity at the Crossroads
Rio Bravo Resort, Bakersfield • May 3, 1991
N= 72 Evaluation Responses= 36 (50% Response Rate)

Responses shown by % **Rate each item listed below:**		Excellent	Very Good	Adequate	Disappointing	Poor	Not Applicable	Comments
The workshop met your objectives for attending.	1	38.9	41.7	11.1	0.0	0.0	8.3	
Workshop date & time were convenient.	2	38.9	47.2	11.1	0.0	2.8	0.0	• Too late in year
Workshop location was convenient.	3	47.2	36.1	8.3	2.8	2.8	2.8	• This was my problem–not
Workshop objective were:								
• Clearly stated.	4	36.1	41.7	19.4	0.0	0.0	2.8	
• Achieved.	5	30.6	47.2	13.9	0.0	0.0	8.3	
Content was interesting & stimulating.	6	52.8	44.4	2.8	0.0	0.0	0.0	• Food for thought in my personal professional life.
The presenter(s) were well prepared.	7	69.4	25.0	2.8	0.0	0.0	2.8	• Amanda Smith & Chuck Wall were, Lynne Hall was not organized.
Information presented was applicable to your college responsibilities.	8	38.9	44.4	5.6	5.6	0.0	5.6	• Life!
Resources/references were current and	9	33.3	47.2	8.3	0.0	0.0	11.1	
You gained new ideas for program	10	36.1	44.4	13.9	2.8	0.0	2.8	
Techniques introduced helped								
• Meet need								
Disadvantaged, handicapped, LEP students	11	22.2	38.9	11.1	2.8	0.0	25.0	
Adult students	12	30.6	44.4	5.6	2.8	0.0	16.7	
Single parent students	13	27.8	47.2	5.6	0.0	0.0	19.4	
• Promote gender	14	52.8	33.3	5.6	0.0	0.0	8.3	
• Improve & expand working relationships with business & industry	15	33.3	25.0	25.0	0.0	0.0	16.7	
• Meet needs for retraining & upgrading job skills in work force	16	25.0	27.8	27.8	0.0	0.0	19.4	

66.7% Female
30.6% Male
2.8% No

Classification: ***
30.6% Administrators
5.6% Dept./Div. Chairs
25.0% Instructor
30.6% Counselor
2.8% GEC
2.8% No
16.7% Other*

Affiliation:
86.1% Community
2.8% District Office
5.6% No
5.6% Other**

*Other Classifications included: Staff, Program Director, Technical Aide–DSPS, Reentry Coordinator.
**Other Affiliations included: Youth Services.
*** Exceeds 100% because of dual/multiple responses

COMMENTS

What helped most about this workshop?

- Provoked new ideas
- Amanda Smith
- Group discussion
- Rethink our Gender Equity
- Just having it and the people who were in attendance
- Amanda Smith's presentation
- Was thought provoking
- Sex differences perspectives
- The diversity of speakers
- Resources and networking
- Amanda Smith's presentation & Lyn Hall
- Gained a different perspective on Gender Equity
- The methods of Amanda J. Smith
- The insightfulness of presenters
- Interaction with others
- Man and woman relationship programs
- Amanda Smith presentation

What was least helpful?

- Handicapped info.
- Lunch
- Dr. Chuck Wall's presentation
- Not certain
- Group activity re: communication (approval)

How do you plan to use the information learned?

- Classroom assignments
- Classroom discussion/group discussion
- Everywhere – work, home
- In instituting changes on campus
- Present a "Between the Sexes Communication Class"
- Uncertain
- Course planning/mentoring program
- Implement in class
- In classroom & counseling
- How to Keep a Job workshop

How do you plan to use the information learned? continued

- The best I can
- In life situations – imparting to next generation
- Classroom exercises and in counseling
- In management of staff
- Management & curricular areas
- Curriculum, Staff Development
- Whenever I can in my day to day interaction with staff and students
- Life!

Please list any suggestion you have for future workshops:

- Need more problem solving or critical thinking scenarios
- Upbeat speaker for after lunch. More interaction between participants would be good. For example, having people in similar positions in different schools get together and share ideas.
- Use Amanda Smith's theme and groups of participants to develop a class format to be presented on various campuses.
- Break timing
- An hour and a half (and more) is too long to sit in hard chairs – even with wonderful information.
- Take a short break during morning session

F-8

GENDER EQUITY/SINGLE PARENT WORKSHOP

Equity at the Crossroads
Cosumnes River College, Sacramento • May 3, 1991
N= 104 Evaluation Responses= 26 (25% Response Rate)

Responses shown by % Rate each item listed below:		Excellent	Very Good	Adequate	Disappointing	Poor	Not Applicable	Comments
The workshop met your objectives for attending.	1	50.0	42.3	7.7	0.0	0.0	0.0	
Workshop date & time were convenient.	2	30.8	50.0	19.2	0.0	0.0	0.0	
Workshop location was convenient.	3	53.8	30.8	15.4	0.0	0.0	0.0	
Workshop objective were: • Clearly stated.	4	19.2	57.7	19.2	0.0	0.0	3.8	• Not well publicized.
• Achieved.	5	30.8	42.3	15.4	3.8	0.0	7.7	• Needed more in field, single parent, female.
Content was interesting & stimulating.	6	73.1	23.1	3.8	0.0	0.0	0.0	
The presenter(s) were well prepared.	7	61.5	34.6	3.8	0.0	0.0	0.0	• Keynote speaker was excellent.
Information presented was applicable to your college responsibilities.	8	42.3	38.5	7.7	0.0	0.0	11.5	
Resources/references were current and	9	38.5	34.6	15.4	0.0	0.0	11.5	
You gained new ideas for program	10	42.3	53.8	3.8	0.0	0.0	0.0	
Techniques introduced helped you: • Meet need of: Disadvantaged, handicapped, LEP students	11	26.9	19.2	26.9	0.0	0.0	26.9	
Adult students	12	34.6	30.8	19.2	0.0	0.0	15.4	
Single parent students	13	38.5	38.5	7.7	0.0	0.0	15.4	• Single parents in non-traditional fields, make a success, making it those careers.
• Promote gender	14	57.7	34.6	7.7	0.0	0.0	0.0	• Good – law enforcement. Others–?
• Improve & expand working relationships with business & industry	15	15.4	23.1	26.9	3.8	3.8	26.9	• More needed–large corps. & vocation involvement needed.
• Meet needs for retraining & upgrading job skills in work force	16	19.2	26.9	26.9	0.0	0.0	26.9	

73.1% Female
19.2% Male
7.7% No

Classification: **
11.5% Administrators
3.8% Dept./Div. Chairs
19.2% Instructor
15.4% Counselor
7.7% GEC
7.7% GE/SP
3.8% No
50.0% Other*

Affiliation:
84.6% Community College
0.0% District Office
15.4% No

*Other Classifications included: Community Outreach, Student (4), SPA, Support Staff, IA Program Coordinator, Specialist–Tech. Staff, and Classified Staff.
** Exceeds 100% because of dual/multiple responses

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COMMENTS

What helped most about this workshop?

- Equal access/language and biological visual imprint
- Determination to achieve what you want educational or career wise
- Keynote speaker (Olguin) WONDERFUL and inspirational; also student panel EXCELLENT!
- Current information
- Ideas for programs
- Insight from your first speaker
- New ideas
- It gave me an idea on how to reach children to interest them early in life to go to college.
- The opportunity to tell my story
- Dr. Olguin's presentation relative to our verbal development
- Coordination, awareness, relevance
- Cultural awareness aspects
- Question and answer session
- To be supportive
- It is OK to notice the differences – then ignore them
- The panel discussion
- Excellent keynote speaker, panel discussion good
- Conscious raising of equity problems
- Speakers were excellent role models
- Speakers and student participation
- Resourceful speakers and handout for women in law enforcement

What was least helpful?

- To me everything was helpful
- Presentation on law enforcement
- Nothing
- All information was helpful
- Everything was wonderful
- Lack of visual aids
- This was stated as gender equity – but I found it related to generic equity issues, which is not necessarily bad.
- Donuts

How do you plan to use the information learned?

- In personal life but most of all in dealing with all people
- Share with other counselors
- In recruitment
- Develop and enhance programs promoting non-traditional occupations for women
- Helping others understand where the feelings of differences come from, the naturalness of it all and the importance of learning together. Please thank Dr. Olguin – he was terrific.
- To promote gender equity in non-traditional instructional areas
- I have everything I need
- To share it with others
- Pass it on
- To access students with appropriate information
- Share with colleagues/treat all A/OK
- In counseling students
- Counseling students on career choices
- Work on equity workshop for students
- In relating to and encouraging students
- I plan to investigate implementation of Women in Law Enforcement

Please list any suggestion you have for future workshops:

- Expand working relationships with business and industry
- I would like to see and hear more about women in non-traditional fields particularly single parents that at one time were on AFDC. 1) Hear more about challenges they face, and how they dealt with these issues; 2) See a woman that is successfully working in a non-traditional career and doing well.
- Better publicity ahead of time to reach more people
- More of the same
- To bring back Dr. Leonard Olguin
- More student speakers
- Would like to have heard a man in non-traditional trade
- Better promotion before the fact
- Have consultant identify location (room #) of workshop

APPENDIX G

PARTICIPANT SUMMARIES

Region 7	Pacific Bell, Tustin Learning Center, Tustin	86
Region 8	Highland Springs Resort, Cherry Valley	89
Region 9	Chart House, San Diego	91
Region 4	Holiday Inn, Oakland	94
Region 6	Los Angeles Pierce College, Los Angeles	97
Region 1	Holiday Inn, Redding	100
Region 5	Rio Bravo Resort, Bakersfield	102
Region 2	Cosumnes River College, Sacramento	105

G-1

DEMOGRAPHIC PROFILE OF PARTICIPANTS

Completed form YES

Workshop Title Equity at the Crossroads
Workshop location Pacific Bell
Workshop Date APR 19 91

	AMERICAN INDIAN		BLACK			HISPANIC			ASIAN		WHITE & OTHERS			UNKNOWN			COLUMN TOTALS
	M	F	M	F	UK	M	F	UK	M	F	M	F	UK	M	F	UK	
ADMINISTRATOR	0	0	0	0		0	0	0	0	1	1	2	0	1	0	0	5
INSTRUCTOR	0	0	0	1		1	0		0	1	2	3	0	0	2	0	10
COUNSELOR	0	0	0	0	0	0	2	0	0	1	3	3	0	0	2	0	11
GEC/S	0	1	0	0		0	1	0	0	0	0	3	0	0	0	0	5
OTHER		1					2					3			2	1	9
																	Total Number of Respondants 40

Workshop Title Equity at the Crossroads
Workshop Location Pacific Bell
Workshop Date APR 19 91

Question #8 Level:

Community College	33
4 Year College	0
High School	0
District Office	0
Other	5
	38

Question #9: Community

Urban	8
Suburban	28
Rural	0
Unknown	2
Total	38

Question #10 Educational Agencies Represented & Number:
Community Colleges

CERRITOS COLLEGE
CYPRESS COLLEGE
FULLERTON COLLEGE
GLENDALE COLLEGE
IRVINE VALLEY COLLEGE
L. A. TRADE TECH.
MT. SAN ANTONIO COLLEGE
ORANGE COAST COLLEGE
RANCHO SANTIAGO COLLEGE
RIO HONDO COLLEGE

Total Number of Colleges 10

Participants Name List
Equity at the Crossroads
Pacific Bell
Workshop Date APR 19 91

Participants Completing Forms by
College/District/Agency (40)

CERRITOS COLLEGE
- EL HESSSEN, SUE
- IKEMOTO, MILDRED
- MAY, MAUREEN
- SANTOS, THOMAS J.

CYPRESS COLLEGE
- ROOD, MARY ELLEN

FULLERTON COLLEGE
- TITUS, KAREN

GLENDALE COLLEGE
- SWANTEK, ROSALIE C.

IRVINE VALLEY COLLEGE
- MC CORD, RAY
- MC DONOUGH, MARY
- RUDMANN, BARI

L. A. TRADE TECH.
- MADIGAN, EVE
- ROYAL, ROSEMARY

MT. SAN ANTONIO COLLEGE
- CONFORTI, JOHN
- GREELEY, DAN
- LAWRENCE, HELEN
- OWEN, JAMES E.
- RAGAN, KAY
- ROBLES, SAL
- SCHMOLDT, JOY
- TAFOYA-DIAZ, ANA
- WILSON, RANDY
- WRIGHT, RICHARD

ORANGE COAST COLLEGE
- COOL, PHYLLIS
- HUE, PHAM
- JACKSON, NICOLETTE
- WARE, CAROL

RANCHO SANTIAGO COLLEGE
- ARGO, ROSE
- CONRAD, KAREN
- CORRALES, GEORGE A.
- OTERO HERNADEZ, ALICE
- SADLER, DENNIS
- TIVENAN, VALINDA

RIO HONDO COLLEGE
- BOOTH, BARBARA

SADDLEBACK COLLEGE
- MARTIN, LAVAUGHN
- NIELSEN, MARGE
- VANASSE, ALMA
- WARD, JAN

STUDENT
- SANTOS, ELISABETH F.

Participants NOT Completing Forms by College/District/Agency (6)

IRVINE VALLEY COLLEGE
MCFARLIN, DR. ANNA L.
MT. SAN ANTONIO COLLEGE
HERNANDEZ, AYMARA

RANCHO SANTIAGO COLLEGE
VIDAL, SUNSHINE

PRESENTER
CONDEN, JOHN
RICHEY, JOE

STUDENT PRESENTER
FRONDARINA, EVELYN

DEMOGRAPHIC PROFILE OF PARTICIPANTS

Completed form YES

Workshop Title Equity at the Crossroads
Workshop location Highland Springs
Workshop Date APR 19 91

	AMERICAN INDIAN		BLACK			HISPANIC			ASIAN		WHITE & OTHERS			UNKNOWN			COLUMN TOTALS
	M	F	M	F	UK	M	F	UK	M	F	M	F	UK	M	F	UK	
ADMINISTRATOR	0	0	0	1		0	0	0	0	0	1	1	0	0	0	0	3
INSTRUCTOR	0	0	0	0		0	1		0	0	1	3	0	0	0	0	5
COUNSELOR	0	0	0	1	0	0	0	0	1	0	0	6	0	0	0	0	8
GEC/SPC	0	0	0	1		0	0	0	0	0	0	1	0	0	0	0	2
OTHER				1			1				1	2					5
																Total Number of Respondants	23

Participants completing form (yes)
Workshop Title Equity at the Crossroads
Workshop Location Highland Springs
Workshop Date APR 19 91

Question #8 Level:

Community College	22
4 Year College	1
High School	0
District Office	0
Other	0
	23

Question #9: Community

Urban	4
Suburban	10
Rural	6
Unknown	3
Total	23

Question #10 Educational Agencies Represented & Number:
Community Colleges

CHAFFEY COLLEGE
CRAFTON HILLS COLLEGE
DESERT, COLLEGE OF THE
MT. SAN JACINTO COLLEGE
RIVERSIDE COMMUNITY COLLEGE

Total Number of Colleges 5

Participants Name List

Equity at the Crossroads
Highland Springs
Workshop Date APR 19 91

Participants Completing Forms by
College/District/Agency (23)

CHAFFEY COLLEGE
- JOHNSON, ELEANOR N.
- NEWELL, HATTIE
- SEMRAU, JEAN

CRAFTON HILLS COLLEGE
- BALDWIN, JUDI
- BILLINGS, MARY JO
- BINGHAM, KELLY
- LICERIO, MARTY D.
- MARTINEZ, SYLVIA
- NEUMAN, VIOLET H.

DESERT, COLLEGE OF THE
- BARNETT, JAN
- GALLEGOS, JOSIE
- GOLDMAN, DOLLIE
- POST, RICK
- WIEN, TINA B.

MT. SAN JACINTO COLLEGE
- EDWARDS, WINNIE
- RENTZ, JUDY

RIVERSIDE COMMUNITY COLLEGE
- HAWKINS, GERTUDE D.

SAN BERNARDINO VALLEY COLLEGE
- FLYNN, KATHY
- HAMILTON, QUEEN
- HAYS, PATRICIA
- LOREI, JOHN
- MARTIN, JULIANN
- SIMPSON, NORMAN K.

Participants Not Completing Form
by College/District/Agency (6)

CRAFTON HILLS COLLEGE
- HOLTKE, G. A.
- WRIGHT, WILLIAM R.

SAN BERNARDINO VALLEY COLLEGE
- GRIFFITH, BART

PRESENTERS
- GANNON, DICK
- PATTON, JANE
- REMBIS, MIKE

DEMOGRAPHIC PROFILE OF PARTICIPANTS

Completed form YES

Workshop Title Equity at the Crossroads
Workshop location Chart House, San Diego
Workshop Date APR 19 91

	AMERICAN INDIAN		BLACK			HISPANIC			ASIAN		WHITE & OTHERS			UNKNOWN			COLUMN TOTALS
	M	F	M	F	UK	M	F	UK	M	F	M	F	UK	M	F	UK	
ADMINISTRATOR	0	0	0	0		1	1	0	0	0	0	3	0	0	0	0	5
INSTRUCTOR	0	1	2	0		1	0		0	0	3	8	0	1	1	0	17
COUNSELOR	0	1	0	0	0	0	0	0	0	0	0	3	0	0	0	0	4
GEC/S	0	0	0	0		0	0	0	0	0	0	3	0	0	1	0	4
Others/Unknown				1			1					1					3

Total Number of Respondants 33

Participants completing form (yes) (33)
Report Date APR 22 91

Workshop Title Equity at the Crossroads
Workshop Location Chart House, San Diego
Workshop Date APR 19 91

Question #8 Level:

Community College	29
4 Year College	0
High School	0
District Office	1
Other	3
	33

Question #9: Community

Urban	15
Suburban	13
Rural	1
Unknown	4
Total	33

Question #10 Educational Agencies Represented & Number:
Community Colleges

CUYAMACA COLLEGE
EVERGREEN VALLEY COLLEGE
GROSSMONT COLLEGE
IMPERIAL VALLEY COLLEGE
MESA COLLEGE
MIRACOSTA COLLEGE
MIRAMAR COLLEGE
SAN DIEGO CITY COLLEGE
SDCCD
SDCCD - COLLEGE OF THE EMERITI
SDCCD - ECC
SDCCD CONTINUNING EDUCATION
HARBOR VIEW CONT. ED. CENTER

Total Number of Colleges	10
Total Number of Districts	1

Participants Name List
Equity at the Crossroads
Chart House, San Diego
Workshop Date APR 19 91

Participants Completing Forms by
College/District/Agency (33)

CUYAMACA COLLEGE
BRANCACCIO, GLORIA

EVERGREEN VALLEY COLLEGE
BARBOSA, HILSE PERCES

GROSSMONT COLLEGE
BUCHER, KRIS
COLLEY, MAXWNNE
HARLEY, WILLENE S.
OWEN, MURIEL
ROSE, MARY
WEINBERG, MIKE

IMPERIAL VALLEY COLLEGE
LOPEZ, JOSE
NIEWENOUS, JEAN

MESA COLLEGE
BLOCK, RICKI

MIRACOSTA COLLEGE
KELLOGG, CLEDA J.

MIRAMAR COLLEGE
BROWN, KATHY
HALL, DONNA
ROTHERHAM, KATHLEEN
WALLACE, NINA

SAN DIEGO CITY COLLEGE
MILLER, SHERLIE
WELLNITE, JERRY N.

SAN DIEGO COMMUNITY COLLEGE
HOWARD, RICHARD

SAN DIEGO MESA COLLEGE
STRONA, CARL

SDCCD - CITY COLLEGE
ABINA, ARMANDO

SDCCD - COLLEGE OF THE EMERITI
ANTHONEY, MARY LOU

SDCCD - ECC
MC GEE, ALMA ROSA

SDCCD CONTINUNING EDUCATION
HOWE, MARJORIE

HARBOR VIEW CONT. ED. CENTER
SHOOK, ROSA M.

SOUTHWESTERN COLLEGE
AXSOM, TRISH
DAVIS, TERRY
DIAZ, ART
LAWRY, JANET
SMITH, KAREN
ZINOTA, LAUREN

SDCCD
BENZWL, EILEEN
DUNN, WINIFRED

Participants Not Completing Forms by College/District/Agency (14)

CUYAMACA COLLEGE
REYES, RENE

GROSSMONT COLLEGE
DAVIE, JOESPH K.
WELLSPEAK, DAWN

MIRA COSTA COLLEGE
LACROIX, TERRY
STEWART, BRUC

SAN DIEGO MIRAMAR
MCFARLANE, RAYMOND

SOUTHWESTERN COLLEGE
HUDDGENS, MARILYNNE
MUNTON, LARRY

College Districts

SDCCD
GALLEGO, AUGUSTINE
KRUSE,MARY JANE
VAN KEUREN, KAREN

SDCCD BOARD OF TRUSTEES
COLBY, FRED

Presenters
MCCULLOUGH, CRIS
WINSBEY, JOAN

G-4

DEMOGRAPHIC PROFILE OF PARTICIPANTS

Completed form YES

Workshop Title Equity at the Crossroads
Workshop location Holiday Inn Oakland
Workshop Date APR 24 91

	AMERICAN INDIAN		BLACK			HISPANIC			ASIAN		WHITE & OTHERS			UNKNOWN			COLUMN TOTALS
	M	F	M	F	UK	M	F	UK	M	F	M	F	UK	M	F	UK	
ADMINISTRATOR	0	0	1	1		0	0	0	0	0	0	0	0	0	0	0	2
INSTRUCTOR	0	0	0	1		0	1		0	0	0	1	0	0	0	0	3
COUNSELOR	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	2
GEC/S	0	0	0	1		0	0	0	0	0	0	1	0	0	1	0	3
OTHER				14			3					3			2		22
																	Total Number of Respondants 32

Workshop Title Equity at the Crossroads
Workshop Location Holiday Inn Oakland
Workshop Date APR 24 91

Question #8 Level:

Community College	22
4 Year College	1
High School	2
District Office	0
Other	7
	32

Question #9: Community

Urban	2
Suburban	7
Rural	0
Unknown	4
Total	32

Question #10 Educational Agencies Represented & Number:
Community Colleges

ALAMEDA, COLLEGE OF
CITY COLLEGE OF SAN FRANCISCO
CONTRA COSTA COLLEGE
DEANZA COLLEGE
LANEY COLLEGE
LOS MEDANOS COLLEGE
MERRITT COLLEGE
OHLONE COLLEGE
SAN FRANCISCO CCD

Total Number of Colleges	8
Total Number of Disticts	1
Total Number of Unknowns	5

Equity at the Crossroads
Holiday Inn Oakland
Workshop Date APR 24 91

Participants Completing Forms by College/District/Agency (17)

ALAMEDA, COLLEGE OF
LEWIS, EDNA
PHILLIPS, RUTH

CITY COLLEGE OF SAN FRANCISCO
DARDEN, ROSEMARY S.

CONTRA COSTA COLLEGE
FREDERICKSON, CAROLYN S.
GRAY-SMITH, MELVIA N.

DEANZA COLLEGE
WINTERS, MARION Y.

LANEY COLLEGE
GADDIS, MARY
ROBINSON-HUGHES, JOYCELYN

LOS MEDANOS COLLEGE
DERUSSO, DONA

MERRITT COLLEGE
HERRING, GEORGE

OHLONE COLLEGE
FOSTER-HILLIARD, E. J.

VISTA COLLEGE
DURAN, VIRGINIA E.
JENNING, MARLINE
OLIVER, BARBARA

SAN FRANCISCO CCD
ABMA, DENNA

PRESENTER
WILLIAMS, MARIANNA

UNKNOWN
JOHNSON, ANITA

Students Participants Completing Forms by College/District/Agency (15)

CONTA COSTA COLLEGE
KINCAID, RENEE

CONTRA COSTA COLLEGE
SMITH, LORI

LANEY COLLEGE
BOYD, BRENDA D.
CAGLE, GWEN
DAVIS, SHARON
DUKES, CATHERINE A.
FERRER, LILLIAN
GAINES, SHARON LYNETT
GLOLVER, NATALIE
TERRY, ANNZTTZ M.
WHITE, KENYA

LOS MEDANOS COLLEGE
MACK, PAMELA D.

UNKNOWN SCHOOL AFFILIATION
BEST, NICOLE
PEREZ, BECKY
POWELL, DEBORAH

Participants NOT Completing Forms by College/District/Agency (16)

CONTRA COSTA COLLEGE
FARRIS, RUBY
GAIZ, RON

COSUMNES RIVER COLLEGE
DEAN, EULA

DEANZA COLLEGE
WILKINS GREENE, CAROLYN

EVERGREEN VALLEY COLLEGE
GONZALES, LINDA

MERRITT COLLEGE
TUTTLE, SARA

MISSION COLLEGE
WRIGHT, NANCY

VISTA COLLEGE
DAVIS, LIN
KNIGHTLY, MAUREEN

ST. VINCENT DE PAUL
PRINS, ALMA

PRESENTERS
BRUNTY, JEAN
HILLIARD, CLINTON
LOCKWOOD, FRED
PRYOR, DEBY
VAN LEUVEN, SUSANNA

UNKNOWN
LOCKWOOD, JANICE

Students Participants NOT Completing Forms by College/District/Agency (14)

LANEY COLLEGE
CLEMONS, AVA
DOYE, PATRICE
HENDERSON, CLARENCE
MATCHELL, NAYNIR
SANCHEZ, PAMLA
SANCHEZ, SHELL
THORNTON, DE CARLO
VARGAS, ADISA
WARREN, T. R.
WERSAN, SARAH

VISTA COLLEGE
NAME, UNDECIPHERABLE

UNKNOWN SCHOOL AFFILIATION
HUDSON, JUDY
JOHNSON, ANITA
MC CLELLAN, DEBORAH

DEMOGRAPHIC PROFILE OF PARTICIPANTS

Completed form YES

Workshop Title Equity at the Crossroads
Workshop location L.A. Pierce College
Workshop Date APR 30 91

	AMERICAN INDIAN		BLACK			HISPANIC			ASIAN		WHITE & OTHERS			UNKNOWN			COLUMN TOTALS
	M	F	M	F	UK	M	F	UK	M	F	M	F	UK	M	F	UK	
ADMINISTRATOR	0	0	0	1		0	0	0	0	0	0	2	0	0	0	0	3
INSTRUCTOR	0	0	0	1		0	0		0	0	4	5	0	2	1	0	13
COUNSELOR	0	0	0	0	0	0	1	0	0	0	0	8	0	1	0	0	10
GEC/SPC	0	0	0	0		0	1	0	0	0	0	6	0	0	0	0	7
OTHER/UNKNOWN							1					3			1		5

Total Number of Respondants 38

Workshop Title Equity at the Crossroads
Workshop Location L.A. Pierce College
Workshop Date APR 30 91

Question #8 Level:

Community College	32
4 Year College	0
High School	0
District Office	0
Other	6
	38

Question #9: Community

Urban	26
Suburban	6
Rural	1
Unknown	5
Total	38

Question #10 Educational Agencies Represented & Number:
Community Colleges

EAST L.A. COLLEGE
EL CAMINO COLLEGE
GLENDALE COLLEGE
KAISER HOSPITAL
L.A. CCD
L.A. HARBOR COLLEGE
L.A. MISSION COLLEGE
L.A. Pierce College
L.A. TRADE TECH.
L.A. VALLEY COLLEGE
MOORPARK COLLEGE
PASADENA CITY COLLEGE
SANTA MONICA CITY COLLEGE
VENTURA COLLEGE

Total Number of Colleges	12
Total Number of Districts	1
Total Number of Hospitals	1

Participants Name List
Equity at the Crossroads
L.A. Pierce College
Workshop Date APR 30 91

Participants Completing Forms by
College/District/Agency (37)

EAST L.A. COLLEGE
NAJAR, ROSE
NENMAN, MARY

EL CAMINO COLLEGE
BODY, DR. BEA

GLENDALE COLLEGE
KABATECK, GLADY
SWINTON, JAN

L.A. HARBOR COLLEGE
BURLINGAME SMITH, JUNE
TULL, DEBORAH
ZAICH, PAULINE

L.A. MISSION COLLEGE
NOREEN, KIRSTIN

L.A. PIERCE COLLEGE
BALL, CHRIS
BERNSTEIN, F. LEE
COOK, LESLEE
FINKEL, CLAUDIA
GUY, TODD
HOFFMANN, EDMUND
HORVATH, ROZSA
MC CASLIN, JOY
OSBORNE, PHIL
POWELL, CAROLYN
PUTMAN, GENE
RAIGOZA, MARGARITA L.
SHERMAN, ARTHUR

L.A. TRADE TECH.
HERNANDEZ, DORIS R.
MADIGAN, EVE
ROYAL, ROSEMARY

L.A. VALLEY COLLEGE
GOLDBERG, BARBARA
SULLIVAN, KATHLEEN M.

MOORPARK COLLEGE
SHUBERT, BRENDA

PASADENA CITY COLLEGE
KAIAMA, BETH

SANTA MONICA CITY COLLEGE
CAPKA, DONNA D.

VENTURA COLLEGE
MC WILLIAMS, JANI W.

WEST L.A. VALLEY COLLEGE
BRAGIA, JANICE
DRUMMOND, PATRICIA
VAN TAMELEN HALL, VICKI

L.A. CCD
MC CLATCHEY, ETHEL

KAISER HOSPITAL
DEVORE, ANITA
GREENWELL, SHARON

Participants NOT Completing Forms by College/District/Agency (47)

CANYONS, COLLEGE OF THE
LUSK, HELEN C.

CERRITOS COLLEGE
ROBERTS, LYNDA

L.A. PIERCE COLLEGE
ALI, DAINE
ANDERSON, RICHARD
ANDRINO, RUBEN
BRADLEY, HENRY
CAMERON, CATHY
CARUSO, BONNIE
COHN, RACHELLE
CRAIG, PATRICIA
DE BUBERTIS, W.
DUXLER, MARY O.
ELOIAN, S.
GARBER, ROBERT
GLASER, WM.
GOERSS, H.
GOLBLUM, S. M.
GOLKIN, ARLINE
HALCEAM, JOAN
HOBBS, GAIL
ILYASHOV, A.
JONES, JILL
KAUFLER, S.D.
KLASS, B.
LEVY, NORM
LOPEZ, HENRY P.
MAY, RONALD
MEANS, DAN
MEYER, J.
ODELLO, BETTY
ORENSTEIN, MIHAIL
PAGE WEST, LUCILLE
PENIST, GARY
RAMIREZ, LUCY E.
RAMIREZ, NAN
ROTH, SHELDON
SHOCKET, D.
WILLIAMS, S.M.

SANTA MONICA COLLEGE
FEIGER, TINA

WEST L. A. VALLEY COLLEGE
MAYO, SAM
WADDELL, JOANNE

L.A. CCD
PHELPS, DONALD

CONSULTANT
MOLSBY, RICHARD

PRESENTERS
CORTES, DR. CARLOS
HALE, HELENA
MAC MASTER, JOAN
MARTIN, SYLVIA

G-6

DEMOGRAPHIC PROFILE OF PARTICIPANTS

Completed form YES

Workshop Title Equity at the Crossroads
Workshop location Holiday Inn, Redding
Workshop Date MAY 2 91

	AMERICAN INDIAN		BLACK			HISPANIC			ASIAN		WHITE & OTHERS			UNKNOWN			COLUMN TOTALS
	M	F	M	F	UK	M	F	UK	M	F	M	F	UK	M	F	UK	
ADMINISTRATOR	0	0	0	0		0	0	0	0	0	1	1	0	0	0	0	2
INSTRUCTOR	0	0	0	0		0	0		0	0	0	3	0	0	0	0	3
COUNSELOR	0	1	0	0	0	0	1	0	0	0	0	3	0	0	0	0	5
GEC/S	0	0	0	0		0	1	0	0	0	0	2	0	0	0	0	3
OTHER/UNKNOWN		1					1					11					13
Total Number of Respondants																	26

Workshop Title Equity at the Crossroads
Workshop Location Holiday Inn, Redding
Workshop Date MAY 2 91

Question #8 Level:

Community College	25
4 Year College	0
High School	0
District Office	0
Other	1
	26

Question #9: Community

Urban	0
Suburban	0
Rural	24
Unknown	2
Total	26

Question #10 Educational Agencies Represented & Number:
Community Colleges

CONSULTANT
BUTTE COLLEGE
FEATHER RIVER COLLEGE
LASSEN COLLEGE
MENDOCINO COLLEGE
REDWOODS, COLLEGE OF THE
SHASTA COLLEGE
SISKIYOUS, COLLEGE OF

Total Number of Colleges	7
Total Number of Consultant(s)	1

Equity at the Crossroads
Holiday Inn, Redding
Workshop Date MAY 2 91

Participants Completing Forms by College/District/Agency (26)

BUTTE COLLEGE
HARRISON, CHERYL

FEATHER RIVER COLLEGE
ALLEN DURAN, BARBARA
BEYNON, JODI
DAILEY, VIRGINIA
LIVINGSTON, DORIS
MUNOZ, MARGARET
NICHOLS, DONNAL
PAIVA, KAREN
PASWATERS, NONA
ROSE BOEHME, TERRIE

LASSEN COLLEGE
ESPARZA, LYNDA
FITTON, LIZ
MIX, GOODY

MENDOCINO COLLEGE
DICKINSON, CANDIE
LEMKE, JUDY

REDWOODS, COLLEGE OF THE
PARKINSON, GABRIELLE
WOLD, CRISTINA

SHASTA COLLEGE
ADAMS, JOAN
BAILEY, TERRY
BLACK, MICHAEL
BROOKSHAW, KEITH
EBEN, DOLLY
HARING, LYNN
VELASQUEZ, JEANETTE

SISKIYOUS, COLLEGE OF
GATLIN, SUE

CONSULTANT
MIROV, SYNTHIA

Participants NOT Completing Forms by College/District/Agency (1)

PRESENTER
SMITH, AMANDA

G-7

DEMOGRAPHIC PROFILE OF PARTICIPANTS

Completed form YES

Workshop Title Equity at the Crossroads
Workshop location Rio Bravo Resort
Workshop Date MAY 3 91

	AMERICAN INDIAN		BLACK			HISPANIC			ASIAN		WHITE & OTHERS			UNKNOWN			COLUMN TOTALS
	M	F	M	F	UK	M	F	UK	M	F	M	F	UK	M	F	UK	
ADMINISTRATOR	1	0	0	0		0	0	0	0	0	2	4	0	0	1	0	7
INSTRUCTOR	0	0	1	0		0	0		0	0	1	4	0	0	0	0	6
COUNSELOR	0	0	0	0	0	1	1	0	0	0	1	3	0	1	0	0	7
GEC/S	0	0	0	0		0	0	0	0	0	0	1	0	0	0	0	1
OTHERS/UNKNOWN				2							1	2					5
																	27

Total Number of Respondants

Workshop Title Equity at the Crossroads
Workshop Location Rio Bravo Resort
Workshop Date MAY 3 91

Question #8 Level:

Community College	23
4 Year College	0
High School	0
District Office	0
Other	4
	27

Question #9: Community

Urban	13
Suburban	3
Rural	5
Unknown	5
Total	27

Question #10 Educational Agencies Represented & Number:
Community Colleges

BAKERSFIELD COLLEGE
FRESNO CITY COLLEGE
GIRL SCOUTS, JOSHUA TREE COUNCIL
KERN CCD
KERN HIGH SCHOOL DISTRICT
PORTERVILLE COLLEGE

Total Number of Colleges	3
Total Number of College Districts	1
Total Number of High School Districts	1
Total Number of Organizations	1

Participants Name List

Equity at the Crossroads
Rio Bravo Resort
Workshop Date MAY 3 91

Participants Completing Forms by College/District/Agency (27)

BAKERSFIELD COLLEGE
- BAREFIELD, JENNIFER
- BERRY, MONICA
- CLEROU, DIANE
- DAVAJIAN, HOOLYSE
- DAVIS, EARLENE
- HAGLER, MARY J.
- JOHNSON, DON
- KATZ, ETHEL
- MOORE, GEORGE
- MURILLO, DAN
- PINKERTON, ALICE
- SELF, MARY ANNE
- WEST, CHARLES E.

FRESNO CITY COLLEGE
- BERRETT, DWAYNE
- DAY, CHARLEZSETTE
- MUNSHOWER, DON
- RAMIREZ, GRACIELA
- STONER, L.E.
- WALTER, SUSAN

PORTERVILLE COLLEGE
- ROSS, BOB

TAFT COLLEGE
- BENCH, PATTI
- GAENICKE, LINDA
- KUCKREJA, KAREN A.

KERN CCD
- LENTIS, GAYLEN

KERN HIGH SCHOOL DISTRICT
- BRANSON, MARGARET
- SLIABERG, SUSAN

GIRL SCOUTS, JOSHUA TREE COUNCIL
- GARRETT, JANE

Participants NOT Completing Forms by College/District/Agency (44)

BAKERSFIELD COLLEGE
- ALLISON, ROBERT
- BOARDMAN, WANDA
- BOWERS, SANDY
- CARLSON, CHARLES R.
- CLEROU, DIANE
- DOMMER, MARK
- GOMEZ-HEITZEBERG, NAN
- HANER, JERI
- HULLETT, PHYLLIS

JOHNSON, JANE P.
KESSLER, DONA
LOKEN, RITA F.
REGAN, LIZ
ROSELLINI, KATHLEEN M.
SERRANO, SANDRA
SUTTON, MELINDA
TARJAN, JANET
THOMPSON, PAT
WARD, RAY M.
WELT, ROGER C.
WILSON, MARY LOU

HARTNELL COLLEGE
MARMOR, GAIL

MERCED COLLEGE
NEWINS, ANNE

PORTERVILLE COLLEGE
MARCHANT, LOU
ROGERS, NORMA JEAN

PORTERVILLE HIGH SCHOOL
PEREZ, ROBERT A.

TAFT COLLEGE
EVERTS, KATHY
LAND, TAMMY

WEST HILLS COLLEGE
KULIKOV, DEBORAH

ASSOCIATION FOR RETARDED
MC NINCH, AMY

GIRL SCOUTS
CHALUPA, SHERYL

PRESENTER
HALL, LYNNE
HERNANDEZ, JACK
SHELL, MARY KAY
SMITH, AMANDA
WALL, CHARLES

ASSOCIATION UNKNOWN
BUCKANAN, IRENE
FANUCCHI, LARRY
FORTIER, BETTY
HARRIS, SCOTT
KELLY, BILL
KENT, MARY
LOPEZ, BEN
SHELL, JANET

DEMOGRAPHIC PROFILE OF PARTICIPANTS

Completed form YES

Workshop Title Equity at the Cross Roads
Workshop location Cosumnes River College
Workshop Date MAY 3 91

	AMERICAN INDIAN		BLACK			HISPANIC			ASIAN		WHITE & OTHERS			UNKNOWN			COLUMN TOTALS
	M	F	M	F	UK	M	F	UK	M	F	M	F	UK	M	F	UK	
ADMINISTRATOR				2							1						3
INSTRUCTOR											2	2					4
COUNSELOR				1		1						1		1			4
GEC/S				1								2					3
UNKNOWN			1	3						3		5					12
																Total Number of Respondants	26

Workshop Title Equity at the Cross Roads
Workshop Location Cosumnes River College
Workshop Date MAY 3 91

Question #8 Level:

Community College	24
4 Year College	1
High School	0
District Office	0
Other	1
	26

Question #9: Community

Urban	9
Suburban	16
Rural	1
Unknown	0
Total	26

Question #10 Educational Agencies Represented & Number:
Community Colleges

AMERICAN RIVER COLLEGE
COSUMNES RIVER COLLEGE
LOS RIOS CCD
LOS RIOS SCC
MODESTO JR. COLLEGE
SACRAMENTO CITY COLLEGE
SANTA ROSA JR. COLLEGE
YUBA COLLEGE

Total Number of Colleges	5
Total Number of Districts	1
Total Number of SCC	1

Participants Name List
Equity at the Cross Roads
Cosumnes River College
Workshop Date MAY 3 91

Participants Completing Forms by
College/District/Agency (26)

AMERICAN RIVER COLLEGE
MILLER, BONNIE

COSUMNES RIVER COLLEGE
CARR, BILL
CRAWFORD, CHEMENE
EHLERS, MAR JEAN
GRAHAM, KATHRYN
HAYES, MAISIE
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APPENDIX H

Train the Trainer Workshop
Saturday, May 4, 1991
Rio Bravo Resort, Bakersfield

Synopsis

NOTES BY: .....Shirley McGillicuddy
Project Staff

Why teach men and women to work together. The only way families will stay together. ...Motivation to work together ...Our graduates can work with anybody.
Progressive Munching ...The goal of sex equity is not equality – that doesn't work.
Have to help people (men/women) see things are equally bad.
1) Equality, 2) Individual development, Sex Stereotypes Restrict People, 3) Independence from the other sex. Trust is the goal that works (and partnerships).
Need to have equality – only trust someone who is your equal. Trust is reality based.
Parent/Child relationship based on faith – can't have equality – Independence can only occur if there is trust – If you trust someone you're willing to leave them alone.
Trust can only work if you have: Equality – Individual Development – Independence – Self Esteem essential.
Developing trust between men and women is radical. The Eye of the Storm.
Hostility between the sexes: Hostility is not the barrier to the real issue, hostility is the issue.
One of the advantages of gender is that people are more ready to accept the fact they do treat each other differently. Way in which hostility crops up: Boys against the Girls – people think it's cute. Need to learn to recognize it when it happens.
"Womens Libber" phrase code word for man hater.
Misandry – Miscogenist
Humor – a lot of hostile humor.
4 major areas (desirable curriculum)

1. Establishing the goal for developing trust making people want to learn to work together. Role play – permission – practice.
2. Create conditions that make trust easy.
3. Open discussion of barriers.
4. Two cultures approach understanding how/why women and men work differently.

Choose skills based on workability not gender.
Barriers

1. Sexuality
   Teach young people to learn to "change channels" from sexual to non-sexual relationships. Pathology. Expressing emotions through sexuality. Emotional doors shut – only one open is sexuality comes out in such ways as rape.

2. Sex Identity
   Your sense of yourself as a man or as a woman. Self-esteem programs that don't recognize sex identity. Occupation – emotions – sexual activity – sexual orientation – physical differences.

Sexual activity – do not have to use your sexual potential. 4 of 5 barriers can be discounted, physical differences can't.
Underlying assumption which is damaging – is you have to prove your gender – antidote, don't have to prove, it's obvious. Gender tags change.
Age – Stages
Convey the permanence of gender …Childhood (ends at puberty) …Adolescence …Youth – our culture does not recognize …Adulthood …Old Age.
Strength of the need to prove manhood/womanhood strong in youth – Need to recognize all stages of human development – youth – to recognize/celebrate manhood/womanhood.
Difference – energy – procreative energy – creative energy
Adult defined as responsibility – have to earn it.

TRAIN THE TRAINER WORKSHOP

Date & Location: 5/4/91 • Rio Bravo Resort, Bakersfield, CA

Abstract: Covered same basic topics as those on May 2, & 3, of establishing that the goal of Building Trust and Partnership Between Women and Men is the most effective goal for Gender Equity. In this session there was far more participation. Participants worked in teams to brainstorm possible projects with overall goal: To Teach Males and Females To Work Well Together.

Then as the day progressed they designed discussion and activities to address the sub goals.

There was informal discussion of setting up actual pilot projects and preparing a staff training text to pursue these goals. I plan to pursue this idea.

Amanda Smith
Persons Completing Form

Train the Trainer Workshop
Saturday, May 4, 1991 • Rio Bravo Resort, Bakersfield

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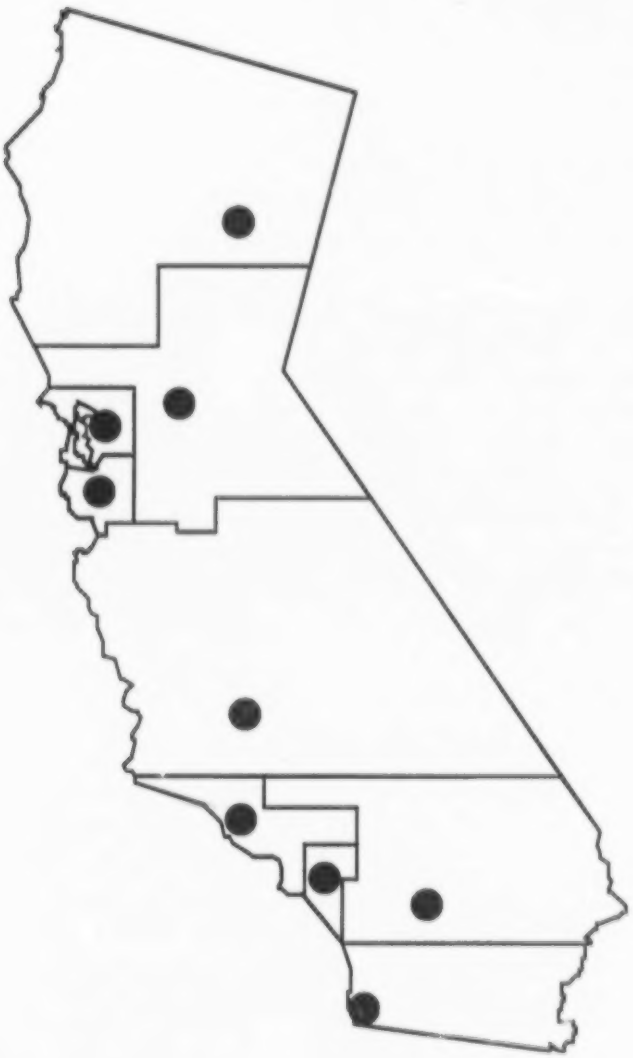
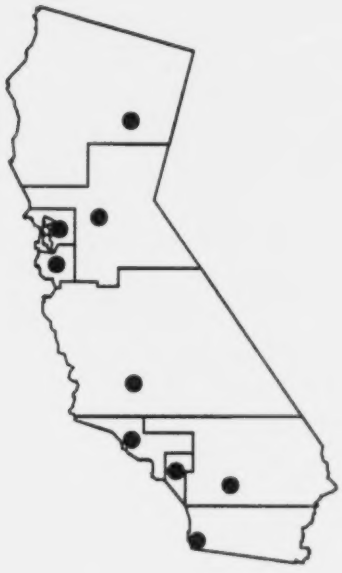


California Community Colleges Directory of Regional Gender Equity/Single Parent Coordinators, Task Force Members and Designated College Contacts

. . . . a Resource Network for Gender Equity/Single Parent Programs and Services

May 1991

GENDER EQUITY
SINGLE PARENT REGIONS



Region 1: Northern
Coordinator: Margaret Munoz, Feather River College 4

Region 2: Sacramento/North Central Valley
Coordinator: Eula Saxon Dean, Cosumnes River College 6

Region 3: South Bay/Peninsula
Coordinators: Linda Gonzales, Evergreen Valley College and
E.J. Foster-Hilliard, Ohlone College 9

Region 4: Marin & East Bay San Francisco
Coordinators: Sara Tuttle, Merritt College and Lin Davis, Vista College 11

Region 5: Mid-State, Central Valley
Coordinator: Phyllis Hullett, Bakersfield College 14

Region 6: Santa Barbara, Ventura & West L.A. Counties
Coordinator: Bonnie Caruso, L.A. Pierce College 17

Region 7: Orange & East L.A. Counties
Coordinator: Ana Tafoya-Diaz, Mt. San Antonio College 20

Region 8: Desert, Inland Empire
Coordinator: Josie Gallegos, College of the Desert 23

Region 9: San Diego
Coordinators: Trish Axsom, Southwestern College and
Karen Van Keuren, San Diego CCD Cont. Ed. 25

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Coordinator:
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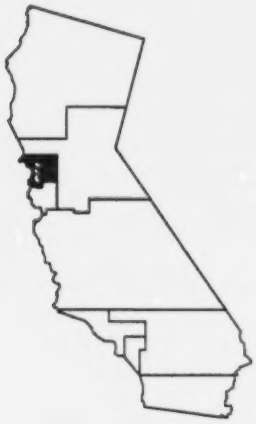
South Bay Peninsula Region



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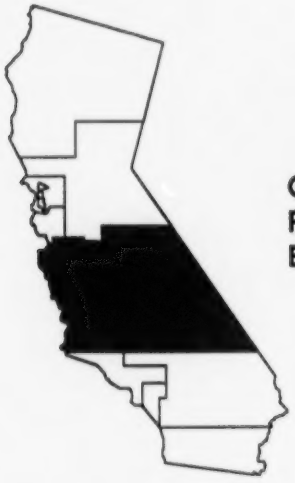

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L.A. VALLEY COLLEGE 5800 Fulton Avenue Van Nuys, CA 91401	Sam Mayo	(818) 781-1200, ext. 327 or 410
MOORPARK COLLEGE 7075 Campus Rd. Moorpark, CA 93021	Donna Poske-Allyn	(805) 378-1426
OXNARD COLLEGE 4000 S. Rose Avenue Oxnard, CA 93033	Bill Lawson Vocational Ed. Dean	
SANTA BARBARA CITY 721 Cliff Drive Santa Barbara, CA 93109	Carol Purdie	
SANTA MONICA COLLEGE 1900 Pico Blvd. Santa Monica, CA 90405-1628	Lynn Boylan Betsy Hateshew	

COLLEGES LOCATED IN REGION & GENDER EQUITY/SINGLE PARENT CONTACT

COLLEGE	CONTACT/NAME & TITLE	TELEPHONE
VENTURA COLLEGE 4667 Telegraph Rd. Ventura, CA 93003	Eliza Thomas, GEC	(805) 654-6413
WEST LOS ANGELES COLLEGE 4800 Freshman Drive Culver City, CA 90230	Vickie van Tamelen-Hall	(213) 287-4363

Orange & East L.A. Counties Region

Coordinator:
Ana Tafoya-Diaz
Mt. San Antonio College

ORANGE & EAST L.A. COUNTIES REGION

LEAD COLLEGE	COORDINATOR	TELEPHONE
MT. SAN ANTONIO COLLEGE 1100 North Grand Avenue Walnut, CA 91789	Ana Tafoya-Diaz Single Parent Coordinator	(714) 594-5611, ext. 4513

TASK FORCE MEMBERS

COLLEGE	MEMBER	TELEPHONE
Cerritos College 1110 East Alondra Blvd. Norwalk, CA 90605	Maureen May, GEC/SPC	(213) 860-2451
Coast CCD 1370 Adams Ave. Costa Mesa, CA 92626	Horace Barker, Director/GEC	(714) 432-5132
Glendale Community College 1500 N. Verdugo Road Glendale, CA 91208	Jan Swinton, GEC, Counselor Gladys Kabateck, SPC, Counselor	(818) 240-1000
Golden West College 15744 Golden West St P. O. Box P-1092 Huntington Beach, CA 92674	I. Frank Patino, GEC	(714) 895-8371
LOS ANGELES CITY COLLEGE 855 N. Vermont Avenue Los Angeles, CA 90029	Mary Rueda	(213) 669-4371 4454
Saddleback College 28000 Marguerite Parkway Mission Viejo, CA 92692	La Vaughn Martin, Career Guidance Alma Vanasse, Women's Center	(714) 582-4500

COLLEGES LOCATED IN REGION & GENDER EQUITY/SINGLE PARENT CONTACT

COLLEGE	CONTACT/NAME & TITLE	TELEPHONE
CERRITOS COLLEGE 11110 E. Alondra Blvd. Norwalk, CA 90650	Maureen May, GEC/SPC Morgan Lynn, Asst. Dean	(213) 860-2451, x530
CITRUS COLLEGE 1000 W. Foothill Blvd. Glendora, CA 91740	Tarin Olson, GEC Sally Sanger, SPC	(818) 914-8637
COASTLINE CCD 1370 Adams Ave. Costa Mesa, CA 92626	Horace Barker, Director, GEC	(714) 432-5132
COMPTON COMMUNITY COLLEGE 1111 E. Artesia Blvd. Compton, CA 90221	Roberta West, GEC	(213) 637-2660
CYPRESS COLLEGE 9200 Valley View St. Cypress, CA 90630	Mary Ellen Rood, GEC/SPC	(714) 836-2220, x 108
EAST LOS ANGELES COLLEGE 1301 Brooklyn Ave. Monterey Park, CA 91754	Rose Najar, GEC	(213) 265-8650
EL CAMINO COLLEGE 16007 Crenshaw Blvd. Via Torrance, CA 90506	Dr. Bea Brody, GEC/SPC Adult Re-Entry	(213) 715-7698 3358 or 3400
FULLERTON COLLEGE 321 E. Chapman Ave. Fullerton, CA 92634	Allison Jones, GEC Barbara Storm, Counselor	(714) 992-7031
GLENDALE COMMUNITY COLLEGE 1500 N. Verdugo Road Glendale, CA 91208	Jan Swinton, GEC, Counselor Gladys Kabateck, SPC, Counselor	(818) 240-1000
GOLDEN WEST COLLEGE 15744 Golden West St P. O. Box P-1092 Huntington Beach, CA 92674	I. Frank Patino, GEC	(714) 895-8371
IRVINE VALLEY COLLEGE 14641 Yale Avenue Irvine, CA 92714	Beri Ruthman, GEC	(714) 559-3331
LONG BEACH CITY COLLEGE 4901 E. Carson St. Long Beach, CA 90808	Dr. Minie Douglas, AA Dr. Kamiran Badrkhan, VEA Dr. Meg Weslund, SPC	(213) 420-4111

COLLEGES LOCATED IN REGION & GENDER EQUITY/SINGLE PARENT CONTACT

COLLEGE	CONTACT/NAME & TITLE	TELEPHONE
LOS ANGELES CITY COLLEGE 855 N. Vermont Avenue Los Angeles, CA 90029	Mary Rueda	(213) 669-4371 4454
MT. SAN ANTONIO COLLEGE 1100 North Grand Avenue Walnut, CA 91789	Dr. Kay Ragan, GEC Ana Tafoya-Diaz, SPC	(714) 594-5611, ext. 4513
ORANGE COAST COLLEGE 2701 Fairview Rd. P. O. Box 5005 Costa Mesa, CA 92628-5005	Nicolette Jackson, GEC Linda Lang, SPC	(714) 432-0202
PASADENA CITY COLLEGE 1570 E. Colorado Blvd. Pasadena, CA 91106	Beth Kaiama, GEC	(818) 578-7123
RANCHO SANTIAGO COLLEGE 17th at Bristol Santa Ana, CA 92706	Sunshine Vidal, GEC/SPC	(714) 564-6150
RIO HONDO COLLEGE 3600 Workman Mill Rd. Whittier, CA 90608	Barbara Booth, GEC	(213) 908-3407
SADDLEBACK COLLEGE 28000 Marguerite Parkway Mission Viejo, CA 9269	La Vaughn Martin, Career Guidance Alma Vanasse, Women's Center Jo Ann Alford, District Karen Shaver, Tentative GEC	(714) 582-4500 (714) 582-4611

Desert, Inland Empire Region

Coordinator:
Josie Gallegos
College of the Desert

DESERT, INLAND EMPIRE REGION

LEAD COLLEGE	COORDINATOR	TELEPHONE
COLLEGE OF THE DESERT 43-5000 Monterey Avenue Palm Desert, CA 92260	Josie Gallegos Gender Equity Coordinator & AAO	(619) 773-2508

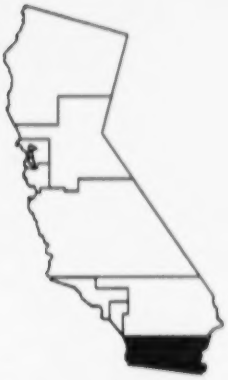
TASK FORCE MEMBERS

COLLEGE	MEMBER	TELEPHONE
CHAFFEY COLLEGE 5885 Haven Avenue Rancho Cucamonga, CA 91701	Donna Warren Director, Adult Ed.	(714) 941-2461
CRAFTON HILLS COLLEGE 11711 Sand Canyon Rd. Yucaipa, CA 92399	Ron Kibby Asst. Dean, Occupational Ed.	(714) 794-2161
MT. SAN JACINTO COLLEGE 1499 N. State Street San Jacinto, CA 92383	Judy Rentz CARE Coord./GEC	(714) 654-8011, Ext. 1455
SAN BERNARDINO VALLEY 701 S. Mt. Vernon Ave. San Bernardino, CA 92410	Kathy Flynn Reentry Coord./Counselor	(714) 888-6511
RIVERSIDE COMMUNITY COLLEGE 4800 Magnolia Ave. Riverside, CA 92506	Gertrude Hawkins Job Placement Spec./GEC	(714) 684-3240
VICTOR VALLEY COLLEGE 18422 Bear Valley Rd. Victorville CA 92392-9699	Juanita Chou Counselor/GEC	(619) 245-4271, ext. 241

COLLEGES LOCATED IN REGION & GENDER EQUITY/SINGLE PARENT CONTACT

COLLEGE	CONTACT/NAME & TITLE	TELEPHONE
ANTELOPE VALLEY COLLEGE 3041 West Avenue K Lancaster, CA 93536	Charles L. Whiteside Director, Human Resources, GEC	(805) 943-3241
BARSTOW COLLEGE 2700 Barstow Rd. Barstow, CA 92311	Geraldine Vialpando EOPS Counselor/GEC	(619) 252-2411
CHAFFEY COLLEGE 5885 Haven Avenue Rancho Cucamonga, CA 91701	Donna Warren Director, Adult Ed.	(714) 941-2461
CRAFTON HILLS COLLEGE 11711 Sand Canyon Rd. Yucaipa, CA 92399	Ron Kibby Asst. Dean, Occupational Ed.	(714) 794-2161
COLLEGE OF THE DESERT 43-5000 Monterey Avenue Palm Desert, CA 92260	Josie Gallegos, GEC & AAO	(619) 773-2508
MT. SAN JACINTO COLLEGE 1499 N. State Street San Jacinto, CA 92383	Judy Rentz CARE Coord./GEC	(714) 654-8011, Ext. 1455
PALO VERDE COLLEGE 811 W. Chanslor Way Blythe, CA 92225	Wilford Beumel President	(619) 922-6168
RIVERSIDE COMMUNITY COLLEGE 4800 Magnolia Ave. Riverside, CA 92506	Gertrude Hawkins Job Placement Spec./GEC	(714) 684-3240
SAN BERNARDINO VALLEY 701 S. Mt. Vernon Ave. San Bernardino, CA 92410	Kathy Flynn Reentry Coord./Counselor	(714) 888-6511
VICTOR VALLEY COLLEGE 18422 Bear Valley Rd. Victorville, CA 92392-9699	Juanita Chou Counselor/GEC	(619) 245-4271, ext. 241

San Diego Region



Coordinators:
Trish Axsom
Southwestern College
Karen Van Keuren
San Diego CCD Cont. Ed.

SAN DIEGO REGION

LEAD COLLEGES	COORDINATORS	TELEPHONE
SOUTHWESTERN COLLEGE 900 Otay Lakes Road Chula Vista, CA 92010	Trish Axsom Counselor/GEC	(619) 421-6700, ext. 319
SAN DIEGO CCD CONTINUING ED. 5350 University Ave. San Diego, CA 92105	Karen Van Keuren Single Parent/Homemakers Res.	

TASK FORCE MEMBERS

COLLEGE	MEMBER	TELEPHONE
CUYAMACA COLLEGE 2950 Jamacha Road El Cajon, CA 92020	Rene Reyes CARE, Voc. Ed.	(619) 670-1980 x204
GROSSMONT COLLEGE 8800 Grossmont College Dr. El Cajon, CA 92020	Dawn Wellspeak, GEC	(619) 465-1700, x527
IMPERIAL VALLEY COLLEGE P. O. Box 158 Imperial, CA 92251-0158	Jean Niewenhous Staff Deve. & GEC	(619) 352-8320 x453
MIRA COSTA COLLEGE One Barnard Dr. Oceanside, CA 92054-3899	Johnie Leidt	(619) 757-2121, x379
SAN DIEGO CCD 5350 University Ave. San Diego, CA 92105	Marjorie Howe Voc. Ed. Coordiator	(619) 230-2150
SAN DIEGO CITY COLLEGE 1313 Twelfth Ave. San Diego, CA 92101	Shirlie Miller	(619) 230-2489
SAN DIEGO MESA COLLEGE 7250 Mesa College Dr. San Diego, CA 92111	Ricki Block, GEC	(619) 560-2718
SAN DIEGO MIRAMAR COLLEGE 10440 Black Mountain Rd. San Diego, CA 92126	Katie Rotherham, GEC. Counselor	(619) 536-7836

COLLEGES LOCATED IN REGION & GENDER EQUITY/SINGLE PARENT CONTACT

COLLEGE	CONTACT/NAME & TITLE	TELEPHONE
CUYAMACA COLLEGE 2950 Jamacha Road El Cajon, CA 92020	Rene Reyes CARE, Voc. Ed.	(619) 670-1980 x204
GROSSMONT COLLEGE 8800 Grossmont College Dr. El Cajon, CA 92020	Dawn Wellspeak, GEC	(619) 465-1700, x527
IMPERIAL VALLEY COLLEGE P. O. Box 158 Imperial, CA 92251-0158	Jean Niewenhous Staff Deve. & GEC	(619) 352-8320 x453
MIRA COSTA COLLEGE One Barnard Dr. Oceanside, CA 92054-3899	Johnie Leidt	(619) 757-2121, x379
PALOMAR COLLEGE 1140 W. Mission San Marcos, CA 92069	Margaret Gunther, Dean of Vocational Education	(619)744-1150 x2350 or x2349
SAN DIEGO CCD CONTINUING ED. 5350 University Ave. San Diego, CA 92105	Karen Van Keuren Single Parent/Homemakers Res.	(619) 230-2152W
SAN DIEGO CCD 5350 University Ave. San Diego, CA 92105	Lori Erreca Single Parent/Homemaker Progam Marjorie Howe Voc. Ed. Coordiator	(619) 230-2150
SAN DIEGO CCD 3375 Camino Del Rio South San Diego, CA 92108	Linda Scott Voc. Ed. Coordiator	(619) 584-6572
SAN DIEGO CITY COLLEGE 1313 Twelfth Ave. San Diego, CA 92101	Shirlie Miller	(619) 230-2489
SAN DIEGO MESA COLLEGE 7250 Mesa College Dr. San Diego, CA 92111	Ricki Block, GEC	(619) 560-2718
SAN DIEGO MIRAMAR COLLEGE 10440 Black Mountain Rd. San Diego, CA 92126	Katie Rotherham, GEC. Counselor	(619) 536-7836
SOUTHWESTERN COLLEGE 900 Otay Lakes Road Chula Vista, CA 92010	Trish Axsom Counselor/GEC	(619) 421-6700, ext. 319

144

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